



## ***Diocese of Baton Rouge Catholic Schools***

### **Prekindergarten Learning Guidelines**

These DBR Prekindergarten (PreK) Learning Guidelines are designed to be used as a daily reference and resource for those responsible for the care and education of our youngest learners. These Learning Guidelines are intended to help professionals as well as families deepen their understanding of how children develop, how to respond to their readiness for new interactions, experiences, activities, and challenges, and how to support their growth and development at such a critical stage in their young lives.

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#### **A. Role of the DBR PreK Learning Guidelines**

The DBR PreK Learning Guidelines are intended to be a framework for high-quality, developmentally appropriate PreK programs and were designed to be used by PreK educators. The term PreK educator is intended to encompass all those (e.g., teachers, caregivers, administrators, parents, etc.) who are responsible for the care and education of children from age 3 to kindergarten. These DBR PreK Learning Guidelines establish a common vision for what children should learn before they enter kindergarten. As such, they provide age-appropriate goals for children's learning and development that can guide teachers, caregivers and others on what types of experiences and activities children should have during their PreK years.

These Guidelines and Indicators are intended to be a guide for teaching young children. They are neither a curriculum nor a checklist for assessing children's development and learning. Individual areas of the Guidelines are considered to be equally important and should be integrated into all experiences and activities. Finally, it is important to remember that while the Guidelines will help educators determine what is "typical" for children in an age group, they might not always describe a particular child's development. The goal is to learn what developmental steps the child is taking now, and to meet the individual needs of that child on a daily basis.

## **B. Guiding Principles**

There are a number of principles that are intended to guide adults who are using the document with children<sup>1</sup>:

### **Early learning and development are multidimensional; developmental domains are highly interrelated.**

Development in one domain influences the development in other domains. For example, children's language skills impact their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation of each other. The dynamic interaction of all areas of development must be considered.

### **Young children are capable and competent.**

All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children.

### **There are individual differences in rates of development among children.**

Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require professionals to adapt expectations of individual children or adapt experiences so that they will be successful in attaining the performance standard. Additionally, each child is raised in a cultural context that may impact a child's acquisition of certain skills and competencies.

### **Children will exhibit a range of skills and competencies in any domain of development.**

Preschool age children will exhibit a range of skills and competencies in any area of development. All children within an age group should not be expected to master each skill to the same degree of proficiency at the same time.

Knowledge of child growth and development and consistent expectations are essential to maximize educational experiences for children and for program development and implementation.

Early care and education professionals must agree on what it is they expect children to know and be able to do, within the context of child growth and development. With this knowledge, early childhood staff can make sound decisions about appropriate curriculum for the group and for individual children.

### **Families are the primary caregivers and educators of their young children.**

Families should be aware of programmatic goals and experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Professionals and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they may need to support children's learning and development.

### **Young children learn through active exploration of their environment through children-initiated and teacher-selected activities.**

The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding about the world around them. There should therefore be a range of approaches to maximize children's learning.

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<sup>1</sup>These *Guiding Principles* were reprinted with permission from the Connecticut State Department of Education Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs (May 1999).

## C. Overview of the DBR PreK Learning Guidelines

### What Ages are Covered in the DBR PreK Learning Guidelines?

The Continuum of the **DBR PreK Learning Guidelines** is divided into two age levels: three-year-olds (36 to 48 months), and four-year-olds (48 to 60 months). However, it is important for educators to remember that young children's development is often uneven and progresses at different rates. Children may change dramatically in one area, while development progresses more slowly in another area.

**NOTE:** *Children should know and be able to do the skills in each age range by the time they reach the end of that age level.*

### How Are the DBR PreK Learning Guidelines Organized?

The **DBR PreK Learning Guidelines** are organized into five **domains** of children's development:

- Approaches to Learning
- Cognitive Development and General Knowledge (including content areas of Creative Thinking and Expression, Mathematics, Science, and Social Studies)
- Language and Literacy Development;
- Physical Well-Being and Motor Development; and
- Social-Emotional Development

These five **domains** represent major areas of development and learning, and define essential learning for school readiness and children's long-term success. The domains are designed to be interdependent and include all areas of children's learning and development. Each domain begins with a brief description of the domain and an explanation of why it is important for children's development and learning. Some ideas for promoting progress on the areas described in the Guidelines are also offered. This description is followed by the **Guidelines Continuum** (sometimes called a "Continuum" for short) for each domain. The Continuum is a table that includes the Guidelines and Indicators for each age level. As on the sample page (**page 5**), the Indicators are arranged along a continuum so that the Indicators for both age levels, three-year-olds and four-year-olds, are included on the same row. This allows teachers and caregivers to easily look across the age levels to see the progression that a child might make toward the Guideline.

**NOTE:** *The Mathematics Subdomain and the Language and Literacy Domain include the alignment to the DBR Kindergarten Learning Standards.*

Each Continuum is organized into **subdomains** which capture the specific areas of learning that make up the domain. For example, the domain of Approaches to Learning is divided into three subdomains: Initiative and Curiosity; Attention, Engagement, and Initiative; and Reasoning, Problem-solving, and Creative Thinking.

Cognitive Development is an area of development that is somewhat broader than the other domains. It includes the subdomain areas of Creative Thinking and Expression, Mathematics, Science, and Social Studies. Each of these subdomains of Cognitive Development includes a description and explanation of its importance.

Within each subdomain is a set of **Guidelines** and **Indicators**. The guideline is a statement that provides an overarching goal for skills and knowledge children should make progress toward. It provides a general statement of what children should know and be able to do that is applicable across age levels/groups.

The **Indicators** provide more specific information about what children should know or be able to do at each age level. They are written for a specific age level and provide a description of the skills, knowledge, and/or characteristics a child should be doing to indicate progress toward the Guideline. The Indicators typically do not represent expectations for the entire age range, but are a reflection of what children should know and be able to do at the end of each age level.

**NOTE:** *The Indicators do not have a one-to-one alignment across the two age ranges.*

Each of the Indicators is assigned a code that includes two numbers. This code appears at the end of each indicator in parentheses. The first number indicates age level (i.e., 3 = three-year-olds; and 4 = 4-year-olds), while the second number reflects the order of the item within the age level (see below).

|                               |  |
|-------------------------------|--|
| <b>3. or 4.<br/>Age Level</b> | <b>1, 2, 3, 4, etc.<br/>Indicator Number</b> |
|-------------------------------|--|

For example, if a three-year-old PreK teacher is targeting **Guideline 1 in Approaches to Learning**, he/she might refer to specific Indicators as DBR.AL 1:3.1. Similarly, a four-year-old PreK teacher might write an indicator as DBR.AL 1: 4.1.

Following the Guidelines for each domain, there is a list of **strategies** to support development and learning. The strategies are intended to help teachers think about how to best use the Guidelines to guide what they do in the classroom. They are a guide for the type of teaching practices and interactions that adults can use to encourage children’s progress on the Indicators. This is not intended to be an exhaustive list of strategies, but is a place to start when planning activities to support children’s learning.

## SAMPLE PAGE

**Domain** is the area of child development being addressed in each

### APPROACHES TO LEARNING: DBR.AL 1

**Subdomain** describes the broad categories of the domain.

**Guideline** defines each Subdomain more specifically. Example: DBR.AL 1 represents Guideline 1 within the Approached to Learning (AL) domain.

#### SUBDOMAIN: INITIATIVE AND CURIOSITY

**Guideline DBR.AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  |
|---|--|
| <b>DBR.AL 1 Indicators:</b> <ul style="list-style-type: none"><li>• Demonstrate eagerness to learn through play and exploring the environment. (3.1)</li><li>• Complete a range of simple tasks on their own. (3.2)</li></ul> | <b>DBR.AL 1 Indicators:</b> <ul style="list-style-type: none"><li>• Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)</li><li>• Choose a multi-step task and complete it on their own. (4.2)</li></ul> |

**Indicators** define the Guideline and specify what children should know and be able to do by the end of each age range.

**Indicator numbers** represent a specific indicator within a Guideline and within a specific age range.  
For example:  
3.2 stands for 3 year olds (3) and Indicator 2  
4.2 stands for 4 year olds and Indicator 2

**NOTE:** The indicators do not have a one-to-one alignment across the different age ranges.

**NOTE:** The Language and Literacy Domain includes alignment to the DBR Kindergarten ELA Standards..  
The Mathematics Subdomain (found in the Cognitive Domain) includes alignment to the DBR Kindergarten Mathematics Standards.

## APPROACHES TO LEARNING (AL)

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**Guideline 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.**

**Guideline 2: Demonstrate attention, engagement, and persistence in learning.**

**Guideline 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.**

**Guideline 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.**

In the 1990s, the National Education Goals Panel recognized Approaches to Learning as an essential element of children's school readiness. The term Approaches to Learning typically refers to behaviors and attitudes that show how children approach tasks/activities and how they learn. Approaches to Learning includes characteristics such as curiosity, problem-solving, maintaining attention, and persistence. These learning behaviors can help strengthen and facilitate children's learning across other school readiness domains. In fact, research has shown that Approaches to Learning is a distinct aspect of children's school readiness and is a strong predictor of their later success in school. Children with positive approaches to learning perform better academically and have more productive interactions with others. While some of these skills seem to come naturally to some children, researchers believe that others can be nurtured and developed through a supportive, high-quality learning environment.

### **Exploring and Acquiring New Knowledge**

For very young children, growing and learning begins with personal experiences, and their openness and curiosity about new discoveries. Pre schoolers learn about the world and gain new knowledge by taste, touch, smell, sight, sound and through their physical actions. They begin to develop an awareness of themselves and others through relationships and through their social interactions with those around them. Environments where children feel safe and secure nurture their interest in the world and support their own unique learning style. With a consistent environment and trusting, responsive adults, children have the emotional security necessary for exploring, growing and learning.

## **Attention and Problem-solving**

The capacity to pay attention, to think creatively, and to solve problems are all important aspects of children's approaches to learning that develop during the early childhood period. At around age three, children are able to complete short-term, concrete tasks and activities. As they progress and move closer to age five, they are able to concentrate for longer periods of time, and perform longer-term and more abstract tasks such as finishing an art project they started the previous day or following an established plan for an activity.

As children move into the preschool years, they begin to establish learning behaviors that are more directly tied to later school success as they continue to explore the world and also gain knowledge related to academic subject areas. It is important that preschool educators help foster the development of children's positive approaches to learning by providing an environment that is interesting and engaging, and allowing children opportunities and the freedom to explore in a safe, supportive environment.

Finally, it is important for preschool educators to understand that children vary in their learning styles and how they express their approaches to learning. For example, some children show great enthusiasm for trying new things, while others are more content to sit back and watch. This may be a result of temperament differences between children, or might be related to cultural differences because some cultures affirm the importance of curiosity while others encourage children to be more reserved. If a child's learning behaviors seem to be related to temperament, it is important for teachers to know that they cannot force a change to a child's temperament. They can, however, learn to be attuned to these differences and provide support and guidance to children as they need it. The Guidelines and Indicators included in this domain describe important aspects of approaches to learning that preschool educators should seek to foster as they work with young children.

### **List of commonly cited components of Approaches to Learning:**

- » Intrinsic motivation to learn
- » Interest and joy in learning
- » Initiative
- » Persistence
- » Ability to plan, focus and control attention
- » Flexible problem-solving and inventiveness
- » Tolerance for frustration
- » Ability to connect and apply past learning to new experiences

## APPROACHES TO LEARNING: DBR.AL 1

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### SUBDOMAIN: INITIATIVE AND CURIOSITY

**Guideline DBR.AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  |
|---|--|
| <b>DBR.AL 1 Indicators:</b> <ul style="list-style-type: none"><li>• Demonstrate eagerness to learn through play and exploring the environment. (3.1)</li><li>• Complete a range of simple tasks on their own. (3.2)</li></ul> | <b>DBR.AL 1 Indicators:</b> <ul style="list-style-type: none"><li>• Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)</li><li>• Choose a multi-step task and complete it on their own. (4.2)</li></ul> |



## APPROACHES TO LEARNING: DBR.AL 2

### SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE

#### Guideline DBR. AL 2: Demonstrate attention, engagement, and persistence in learning.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <b>DBR.AL 2 Indicators:</b> <ul style="list-style-type: none"><li>• Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1)</li><li>• Maintain focus on a complex activity with adult support. (3.2)</li><li>• With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3)</li></ul> | <b>DBR.AL 2 Indicators:</b> <ul style="list-style-type: none"><li>• Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)</li><li>• Maintain attention in child- initiated and adult - directed activities despite distractions and interruptions. (4.2)</li><li>• Plan and complete tasks and activities. (4.3)</li></ul> |

## APPROACHES TO LEARNING: DBR.AL 3

### SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING

**Guideline DBR. AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <b>DBR.AL 3 Indicators:</b> <ul style="list-style-type: none"><li>• Experiment to see if the same actions have similar effects on different objects. (3.1)</li><li>• Remember and apply previously learned information to a familiar object, task or situation. (3.2)</li><li>• Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)</li><li>• Ask adults for help on tasks, if needed. (3.4)</li></ul> | <b>DBR.AL 3 Indicators:</b> <ul style="list-style-type: none"><li>• Identify and understand cause and effect relationships. (4.1)</li><li>• Apply prior knowledge and experiences to learn new skills during play. (4.2)</li><li>• Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)</li><li>• Make specific request for help from both peers and adults as needed. (4.4)</li></ul> |

## APPROACHES TO LEARNING: DBR.AL 4

### SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING

**Guideline DBR. AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <b>DBR.AL 4 Indicators:</b> <ul style="list-style-type: none"><li>• Express unique ideas in both language and use of objects in a variety of situations. (3.1)</li><li>• Ask more complex questions for clarification and to seek meaningful information. (3.2)</li></ul> | <b>DBR.AL 4 Indicators:</b> <ul style="list-style-type: none"><li>• Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)</li><li>• Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)</li></ul> |

## STRATEGIES FOR APPROACHES TO LEARNING

### 3-Year-Olds

- Offer choices.
- Make materials available that can be used or combined in a variety of ways.
- Establish procedures, routines, and rules to instill responsibility.
- Structure the day so transitions and distractions are minimized.
- Recognize and plan for children's differences and their diverse ways of learning.
- Watch for and acknowledge increasing complexity in children's play (e.g., "Your tower of blocks became a fire station and now you've built a whole town").
- Offer assistance only after determining a child's need and intent.
- Celebrate perseverance as well as the completed project (e.g., make comments like "You're the kind of person who doesn't give up.>").
- Listen to children and build on their individual ideas and concepts.

### 4-Year-Olds

- Provide items for use in dramatic play that authentically reflect life (e.g., a real fireman's hat, a real doctor's stethoscope, or an authentic kimono).
- Stock the classroom with materials that appeal to both genders and a full range of learning characteristics, cultures, and ability levels of children.
- Use open-ended and leading questions to explore different interests or to ask children for suggestions (e.g., "How can you make the car go faster?" or "How does the water make the wheel turn at the water table?").
- Set an example by acknowledging one's own "mistakes" and modeling constructive reactions to them.
- Help children think and talk through different approaches to problems.
- Ask probing questions when children are confused to bring them to a greater understanding.

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Creative Thinking and Expression (CC)

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- Guideline 1:** Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home language of the children in the classroom.
- Guideline 2:** Develop an appreciation for visual arts and create various forms of visual arts from diff culture and create various forms of visual arts..
- Guideline 3:** Explore roles and experiences through dramatic art and play.

Creative arts development promotes creativity, individual expression, self-esteem, imagination, and appreciation of cultural diversity. Through music, movement, visual arts, and dramatic arts, young children are encouraged to explore and express themselves creatively. Creative expression is important for many reasons, but partially because it supports children's cognitive growth, problem-solving skills, and growing insight into the world around them. Creative arts provides children with an opportunity to explore and express him/herself in ways that stimulate brain growth and experience in many expressions of human intelligence. Such opportunities help children to develop their talents and recognize their own uniqueness.

### Encouraging Creativity

From a very young age, children respond to color, sound, and movement. Bright colors, interesting textures or a variety of sounds help to stimulate an infant's natural interest and curiosity. Providing a variety of sights, sounds, smells, tastes, and textures for young children to explore helps nurture the development of creativity.

As children grow, they begin to use their imagination and think more creatively. The preschool years can be one of the most creative times in a child's life as they look for ways to express their thoughts, ideas and feelings through music, drama, and visual art.

It is important for teachers and parents to understand that children's creativity depends a great deal on the environment in which they live and play, as well as the adults with whom they interact. Creativity requires a certain amount of freedom and risk taking; therefore, it is important that adults create an atmosphere that encourages children and allows the occasional mistake. Teachers should offer creative activities that emphasize the experience rather than the outcome. These experiences should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.

## Stages of Art Development

### **Scribbling Stage: (3-to 4-years of age)**

Children use crayons, markers, and paint in zigzag fashion and circular motions. Later, the scribbles become more controlled. Their work is exploratory. Color is unrealistic. The child begins to draw symbols like circles, crosses, and lines.

### **Preschematic Stage: (4-to 7-years of age)**

**Age 4** – The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs. Sometimes there is a mouth, arms, hands, feet, or shoes. Objects are drawn at random, and they are not in sequence or proportion. At this stage, form is more important than color. As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

**Age 7** – The child has established a mental picture of an object that is repeated with each painted repetition of the object. *For example*, each time the child paints a house, it will look very much like all the other houses he/she has painted.

### **Schematic Stage: (6-to 9-years of age)**

At this stage, sky lines (usually blue) and base lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

**Source:** *The Portfolio and Its Use: A Road Map for Assessment* by Sharon MacDonald

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CC 1

### SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)

**Guideline DBR.CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <p><b>DBR.CC 1 Indicators:</b></p> <ul style="list-style-type: none"><li>• Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)</li><li>• Participate in songs and finger plays. (3.2)</li><li>• Use instruments, sounds/ words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)</li><li>• Identify changes in tempo when listening to music. (3.4)</li><li>• Replicate changes in tempo. (3.5)</li><li>• Use instruments, props, and body to respond creatively to music. (3.6)</li></ul> | <p><b>DBR.CC 1 Indicators:</b></p> <ul style="list-style-type: none"><li>• Express thoughts and feelings through movement and musical activities. (4.1)</li><li>• Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)</li><li>• Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)</li><li>• Describe changes in tone, melody, rhythm, and tempo. (4.4)</li><li>• Use instruments, props, and body creatively to express self through music and movement. (4.5)</li></ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CC 2

### SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)

**Guideline DBR.CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  |
|---|--|
| <p><b>DBR.CC 2 Indicators:</b></p> <ul style="list-style-type: none"><li>• With prompting and support, describe what they like and do not like about various forms of art. (3.1)</li><li>• Describe general features (color, size, objects included) of a piece of art work. (3.2)</li><li>• Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</li></ul> | <p><b>DBR.CC 2 Indicators:</b></p> <ul style="list-style-type: none"><li>• Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)</li><li>• Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</li><li>• Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</li></ul> |



## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CC 3

### SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)

#### Guideline DBR.CC 3: Explore roles and experiences through dramatic art and play.

| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)  |
|--|--|
| <b>DBR.CC 3 Indicators:</b> <ul style="list-style-type: none"> <li>• Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</li> <li>• With prompting and support, role play or use pup- pets to act out stories. (3.2)</li> <li>• Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)</li> <li>• Use one object to represent another object. (3.4)</li> </ul> | <b>DBR.CC 3 Indicators:</b> <ul style="list-style-type: none"> <li>• Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</li> <li>• Role play or use puppets to act out stories or play a character. (4.2)</li> <li>• Represent fantasy and real -life experiences through pretend play. (4.3)</li> <li>• Use objects to represent other objects. (4.4)</li> </ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Strategies for Creative Thinking and Expression

### 3-Year-Olds

- Provide a variety of sensory materials for both indoor and outdoor play (e.g., clay, goop (water and cornstarch), chalk, wood pieces, play dough).
- Invite children to talk about their artwork and describe it for others. If children are unable to describe verbally, make specific comments about observations about what you see (e.g., "you used a lot of blue in your picture").
- Provide dress-up materials to encourage pretend play. Include a variety of themes such as hardhats and tools for builders or stethoscope and scrubs for doctors.
- Listen to a wide variety of music. Talk about the variations in the music, such as loud/soft, fast/slow. Point out the sounds made by different instruments.
- Introduce children to a variety of music forms. Encourage them to express themselves through dance and body movements.

### 4-Year-Olds

- Take pictures of children engaged in creative activities. Display these for families to see and so that children can easily recall things that they have done.
- Provide toys or materials that create real-life scenes such as a farm or school room (e.g., stuffed animals and puppets). Encourage children to pretend using these materials.
- Ask families to share music or recordings from home for the children to enjoy. Play songs and perform dances from different places around the world.
- Create opportunities in dramatic play where children can role-play familiar roles or situations (e.g., shopping in a grocery, ordering food in a restaurant, being the teacher).
- Display children's artwork throughout the classroom and building. Encourage children to answer questions and talk about the meaning of their work.

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Mathematics

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**Guideline 1: Understand numbers, ways of representing numbers, and relationships between numbers and quantities.**

**Guideline 2: Understand basic patterns, concepts, and operations.**

**Guideline 3: Understand attributes and relative properties of objects as related to size, capacity, and area.**

**Guideline 4: Understand shapes, their properties, and how objects are related to one another in space.**

The preschool years are a wonderful time for children to become interested in mathematics. Mathematics helps children make sense of the world around them and helps them find meaning in the physical world. Through mathematics, children learn to understand their world in terms of numbers and shapes. They learn to reason, to connect ideas, and to think logically.

Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than numerals and counting. In a developmentally appropriate play-based environment, teachers and caregivers can build on children's everyday activities to help children learn mathematical ideas and develop positive attitudes toward mathematics.

### **Building a Foundation for Mathematics**

PreK teachers might work with children to use mathematics skills, such as measuring and knowledge of shapes, to build something. They might also introduce games and activities that specifically deal with mathematics such as games that require sorting or comparisons.

PreK teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questioning techniques to help children expand their mathematical thinking. They must also create an environment that encourages mathematical play and exploration. Including materials such as unit blocks, manipulatives, or a props for a dramatic play center where children include counting in their play (such as a store) helps form the foundation that children need to develop mathematical knowledge.

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CM 1

| SUBDOMAIN: MATHEMATICS (CM)  |   |  |
|--|---|--|
| Guideline DBR.CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.   |   |  |
| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)   | Alignment to DBR Kindergarten Math Learning Standards  |
| <p><b>DBR.CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Verbally counts by ones to 10. (3.1)</li> <li>With prompting and support, count up to 5 and then backwards from 5. (3.2)</li> <li>Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</li> <li>Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</li> <li>Identify some written numerals but not in sequence. (3.5)</li> <li>With prompting and support, match four or five numerals with the correct number of objects. (3.6)</li> </ul> | <p><b>DBR.CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Verbally count by ones to 20. (4.1)</li> <li>Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</li> <li>Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</li> <li>Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</li> <li>Identify written numerals 0-10 in the everyday environment. (4.5)</li> </ul> | <p><b>Counting and Cardinality (DBR.K.CC)</b></p> <p><b>DBR.K.CC 1:</b> Count to 100 by ones and by tens.</p> <p><b>DBR.K.CC 2:</b> Count forward beginning from given number within the known sequence (instead of having to begin at 1).</p> <p><b>DBR.K.CC 3:</b> Write numbers from 0-20. Represent a number of objects with at written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>DBR.K.CC 4:</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> |

**SUBDOMAIN: MATHEMATICS (CM)****Guideline DBR.CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.**

| <b>Three-Year-Olds (36 – 48 months)</b>   | <b>Four-Year-Olds (48 – 60 months)</b>   | <b>Alignment to DBR Kindergarten Math Learning Standards</b>  |
|---|--|---|
| <ul style="list-style-type: none"><li>• Count two sets of objects and identify which set has more/ less/fewer. (3.7)</li><li>• Identify an object or person as first. (3.8)</li></ul> | <ul style="list-style-type: none"><li>• With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)</li><li>• Compare sets of objects using same/different and more/less/ fewer. (4.7)</li><li>• Identify an object's or person's position as first or last. (4.8)</li></ul> | <p>a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p><b>DBR.K.CC 6:</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>DBR.K.CC 7:</b> Compare two numbers between 1 and 10 presented as written numerals.</p> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CM 2

| SUBDOMAIN: MATHEMATICS (CM)   |  |   |  |
|---|--|---|--|
| Guideline DBR.CM 2: Understand basic patterns, concepts, and operations.  |  |   |  |
| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  | Alignment to DBR Kindergarten Math Learning Standards   |  |
| <p><b>DBR.CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)</li> <li>• Sort and classify five or more objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)</li> <li>• Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)</li> </ul> | <p><b>DBR.CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize, copy, and extend patterns. (4.1)</li> <li>• Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)</li> <li>• Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</li> <li>• Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)</li> </ul> | <p>Measurement and Data (<b>DBR.K.MD</b>)</p> <p><b>DBR.K.MD 3:</b> Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count.</p> <p><b>Operations and Algebraic Thinking (K.OA)</b></p> <p><b>DBR.K.OA 1:</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>DBR.K.OA 2:</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> |  |

**SUBDOMAIN: MATHEMATICS (CM)****Guideline DBR.CM 2: Understand basic patterns, concepts, and operations.**

| <b>Three-Year-Olds (36 – 48 months)</b>   | <b>Four-Year-Olds (48 – 60 months)</b> | <b>Alignment to DBR Kindergarten Math Learning Standards</b> |
|---|--|--|
| <ul style="list-style-type: none"><li>• Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny). (3.4)</li><li>• Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)</li></ul> |  |  |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CM 3

| SUBDOMAIN: MATHEMATICS (CM)   |  |   |
|---|--|---|
| Guideline DBR.CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.  |  |   |
| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  | Alignment to DBR Kindergarten Math Learning Standards   |
| <p><b>DBR.CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/ not heavy). (3.1)</li> <li>Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)</li> <li>Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3)</li> <li>Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4)</li> </ul> | <p><b>DBR.CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)</li> <li>Put up to six objects in order by length (seriate). (4.2)</li> <li>Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)</li> <li>Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)</li> </ul> | <p><b>Measurement and Data (DBR.K.MD)</b></p> <p><b>DBR.K.MD 1:</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>DBR.K.MD 2:</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as <i>taller/shorter</i>.</p> |



## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CM 4

| SUBDOMAIN: MATHEMATICS (CM)  |   |   |
|--|---|---|
| Guideline DBR.CM 4: Understand shapes, their properties, and how objects are related to one another in space.  |   |   |
| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)   | Alignment to DBR Kindergarten Math Learning Standards   |
| <p><b>DBR.CM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)</li> <li>With prompting and support, name the attributes of two shapes. (3.2)</li> <li>Create, simple shapes using objects or other materials. (3.3)</li> <li>Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)</li> </ul> | <p><b>DBR.CM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)</li> <li>Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)</li> <li>Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)</li> </ul> | <p><b>Geometry (DBR.K.G):</b></p> <p><b>DBR.K.G 1:</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</p> <p><b>DBR.K.G 2:</b> Correctly name shapes regardless of their orientation or overall size.</p> <p><b>DBR.K.G 4:</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> |

**SUBDOMAIN: MATHEMATICS (CM)****Guideline DBR.CM 4: Understand shapes, their properties, and how objects are related to one another in space.**

| <b>Three-Year-Olds (36 – 48 months)</b>  | <b>Four-Year-Olds (48 – 60 months)</b>  | <b>Alignment to DBR Kindergarten Math Learning Standards</b>   |
|--|---|--|
| <p>With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5)</p> <ul style="list-style-type: none"><li>• Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6)</li></ul> | <ul style="list-style-type: none"><li>• Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)</li><li>• Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)</li></ul> | <p><b>DBR.K.G 5:</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>DBR.K.G 6:</b> Compose simple shapes to form larger shapes. For example, <i>“Can you join these two triangles with full sides touching to make a rectangle?”</i></p> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CM 4

### COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Strategies for Mathematics

#### 3-Year-Olds

- Make materials available that can be sorted: big animals and baby animals, red blocks and yellow blocks.
- Let children find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they “cook” in home living. Use this as an opportunity to count numbers or to talk about shapes.
- Observe children as they work with materials and comment on what you see them doing. Ask questions about concepts and relationships such as “Which pile do you think has more?”
- Verbalize information about concepts and relationships in the things you do during the day. “I can’t find the one that matches this. Can you help me?”
- Point out concepts and relationships as the children work with material during their play: “This is the biggest truck we have. Which one is the smallest?”

#### 4-Year-Olds

- Model mathematical behavior and activities. Think out loud as you use math to solve problems, explain an idea or plan for a project.
- Name groups of things in the environment using number and shape names (e.g., “Look at those three funny Jack-O-Lanterns. What shape are the eyes?”).
- Ask children to reflect on their day and plan what they will do later that same day.
- Encourage children to talk about procedures (e.g., “My game piece is on the number 4.” “I need to roll a two to catch up to you.” “We still have a long way to go to the end!”).
- Provide opportunities for children to weigh everyday items that are located in the classroom (e.g., books, blocks, rock). Use a balance scale or a digital bathroom scale to compare different objects.
- Involve children in cooking activities. This will provide children with opportunities to measure out ingredients. It also is an opportunity to teach about fractions by cutting a cake or dividing a pie.

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Science

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**Guideline 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).**

**Guideline 2: Acquire scientific knowledge related to physical science (properties of objects and materials).**

**Guideline 3: Acquire scientific knowledge related to life science (properties of living things).**

**Guideline 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).**

Young children are natural scientists. They easily become fascinated by everyday events and experiences. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect and respond to open-ended questions, young children make inferences and become higher-level thinkers.

Quality preK science programs should encourage children to use all of their senses, and help children pay attention to the process they use to explore as well as the specific information they need to know. In addition to science inquiry skills, young children can begin to acquire a foundation of science concepts and knowledge on which they can build a clear understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all areas of the curriculum.

### Encouraging Scientific Thinking

As children move into the preK years, they take on a more active role in searching out, describing, and explaining events that occur in the physical and natural world. They enjoy trying to see how things work, and when provided with a rich environment that includes a variety of materials, they will begin to ask questions, conduct experiments, and investigate new ideas. This creates opportunities for hypothesizing and predicting, observing, collecting information, and formulating conclusions. Their knowledge and understanding of science grows out of these opportunities to explore and relate new experiences to prior knowledge and personal experiences.

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CS 1

## SUBDOMAIN: SCIENCE (CS)

**Guideline DBR.CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations,**

| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)   |
|--|---|
| <p><b>DBR.CS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)</li> <li>• Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)</li> <li>• Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</li> <li>• Show an understanding of cause and effect relationships that are observed immediately. (3.4)</li> <li>• With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)</li> </ul> | <p><b>DBR.CS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)</li> <li>• Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)</li> <li>• Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)</li> <li>• Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</li> </ul> |

**SUBDOMAIN: SCIENCE (CS)****Guideline DBR.CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations,**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <ul style="list-style-type: none"><li>• Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</li><li>• Participate in simple scientific investigations. (3.7)</li><li>• With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)</li><li>• With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9)</li></ul> | <ul style="list-style-type: none"><li>• Conduct simple scientific experiments. (4.5)</li><li>• Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)</li><li>• With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)</li></ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CS 2

| SUBDOMAIN: SCIENCE (CS)   |   |
|---|---|
| Guideline DBR.CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).   |   |
| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
| <p><b>DBR.CS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)</li> <li>• Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2)</li> <li>• With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)</li> <li>• Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)</li> </ul> | <p><b>DBR.CS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)</li> <li>• Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)</li> <li>• Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)</li> <li>• Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)</li> </ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CS 3

### SUBDOMAIN: SCIENCE (CS)

**Guideline DBR.CS 3: Acquire scientific knowledge related to life science (properties of living things).**

| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)   |
|--|---|
| <p><b>DBR.CS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)</li> <li>• Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)</li> <li>• Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)</li> <li>• Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4)</li> <li>• Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)</li> <li>• Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)</li> </ul> | <p><b>DBR.CS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b>, observe, and describe a variety of living creatures and plants. (4.1)</li> <li>• Classify living creatures and plants into categories according to at least one characteristic. (4.2)</li> <li>• Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)</li> <li>• Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)</li> <li>• Describe plants' and living creatures' life cycles. (4.5)</li> <li>• Use basic vocabulary to name and describe plants and living creatures. (4.6)</li> <li>• Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)</li> </ul> |



## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CS 4

| SUBDOMAIN: SCIENCE (CS)   |  |
|---|--|
| Guideline DBR.CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).   |  |
| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  |
| <b>DBR.CS 4 Indicators:</b> <ul style="list-style-type: none"> <li>Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1)</li> <li>Name the types of clothing needed for different seasons. (3.2)</li> <li>Identify the characteristics of current weather conditions. (3.3)</li> <li>Describe objects found in the day or night time sky. (3.4)</li> <li>Talk about how the sky changes from night to day. (3.5)</li> </ul> | <b>DBR.CS 4 Indicators:</b> <ul style="list-style-type: none"> <li>Compare, and contrast seasonal changes where they live. (4.1)</li> <li>Describe the types of clothing needed for different seasons. (4.2)</li> <li>Describe the current weather and how weather conditions can change from day to day. (4.3)</li> <li>Describe major features of the earth and sky, and how they change from night to day. (4.4)</li> </ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Strategies for Science

### 3-Year-Olds

- Let children find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they “cook” in home living. Appreciate this creative use of materials as a part of cognitive development.
- Encourage children to make predictions by asking, “What would happen if” questions.
- Model problem-solving by offering children opportunities to help you solve problems. Talk through the activity by saying, “The playground gate is locked. What should we do?”
- Ask open-ended questions that encourage children to predict what will happen. For example, as you hand Lizzie the bottle of liquid soap, ask, “What do you think will happen if you squirt just a little bit of soap into the water?”
- Take nature walks to observe changes in the seasons. Talk about the weather conditions daily.

### 4-Year-Olds

- Use appropriate scientific vocabulary (e.g., experiment, hypothesis, predict, etc.).
- Cook with children in your classroom, talk about what happens when foods are combined or heat is applied.
- Conduct experiments that use solids, liquids and gas (e.g., melting an ice cube and refreezing it or adding powdered drink mix to a glass of water).
- Ask open-ended questions when conducting simple experiments where children can predict and analyze outcomes.
- Provide soil and seeds so that children can grow their own plants. Ask children to document changes they observe through pictures or graphs.
- Use outdoor time to observe the weather conditions (e.g., talk about the clouds moving across the sky on a windy day).
- Include live animals and plants in the classroom, along with models, stuffed animals, pictures, and posters.

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Social Studies

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- Guideline 1:** Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
- Guideline 2:** Describe people, events, and symbols of the past and present.
- Guideline 3:** Develop an awareness of geographic locations, maps, and landforms.
- Guideline 4:** Demonstrate awareness of culture and other characteristics of groups of people.
- Guideline 5:** Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
- Guideline 6:** Demonstrate an awareness of basic economic concepts.

The primary purpose of social studies is to help young children become good citizens and deepen their understanding of the world around them. For young children, social studies begins with their awareness of self and their family. These early experiences and relationships help children understand who they are and their place within the family. Later, when children enter an early childhood program, they begin to develop a sense of community outside of the home. When children interact with people outside of the family – classmates, teachers, caregivers – their understanding of the world changes and expands to include others. This process gradually helps children learn about the community in which they live and eventually they come to see themselves as citizens of that community.

In teaching social studies to young children, it is important that teachers build on what children already know and focus on ideas that are related to the child's immediate experience. As preschoolers, the focus may shift to helping children become good citizens within the classroom. Teachers can encourage this by asking children to put away toys and materials or by helping two children resolve a conflict. These and other skills described in the social studies Standards goals and Indicators are important aspects of young children's understanding of the world around them.

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CSS 1

## SUBDOMAIN: SOCIAL STUDIES (CSS)

**Guideline DBR. CSS 1: Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  |
|---|--|
| <p><b>DBR.CSS 1 Indicators:</b></p> <ul style="list-style-type: none"><li>• Use words to describe events or activities that happened at an earlier time (e.g., “after we had snack” or “last night”). (3.1)</li><li>• Remember familiar people even though they may not have seen them for a while. (3.2)</li><li>• Describe the sequence of daily routines. (3.3)</li><li>• Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (3.4)</li></ul> | <p><b>DBR.CSS 1 Indicators:</b></p> <ul style="list-style-type: none"><li>• Describe events, activities, and people from the past using appropriate vocabulary. (4.1)</li><li>• Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)</li></ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CSS 2

| SUBDOMAIN: SOCIAL STUDIES (CSS)  |  |
|--|--|
| Guideline DBR.CSS 2: Describe people, events, and symbols of the past and present.   |  |
| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)  |
| <p><b>DBR.CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present. (3.1)</li> <li>• With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle. (3.2)</li> <li>• Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma's Gumbo) and songs (e.g., Alligator). (3.3)</li> <li>• Participate in and talk about local cultural events, holidays and/or celebrations. (3.4)</li> </ul> | <p><b>DBR.CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)</li> <li>• Identify and name some local, state, and national symbols. (4.2)</li> <li>• Describe familiar elements of the local community and culture. (4.3)</li> <li>• Describe local, state, and national cultural events, celebrations, and holidays. (4.4)</li> </ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CSS 3

### SUBDOMAIN: SOCIAL STUDIES (CSS)

#### Guideline DBR.CSS 3: Develop an awareness of geographic locations, maps, and landforms.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  |
|---|--|
| <p><b>DBR.CSS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in walks and field trips to different places in the community. (3.1)</li> <li>• Describe familiar places such as the home, center/ family day home, etc. (3.2)</li> <li>• Describe the location of items/areas in the classroom and places in home and community. (3.3)</li> <li>• Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)</li> <li>• Recognize and name a map and a globe. (3.5)</li> <li>• Look at a simple map and find various features/parts of the map with support and guidance. (3.6)</li> <li>• Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (3.7)</li> <li>• Identify and use appropriate trash receptacles independently. (3.8)</li> <li>• Participate in daily clean-up activities. (3.9)</li> </ul> | <p><b>DBR.CSS 3 Indicators:</b></p> <p>Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)</p> <ul style="list-style-type: none"> <li>• Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)</li> <li>• Recognize a globe/map as a representation of the earth. (4.3)</li> <li>• Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)</li> <li>• With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)</li> <li>• Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)</li> <li>• Participate in daily clean-up activities. (4.7)</li> </ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CSS 4

### SUBDOMAIN: SOCIAL STUDIES (CSS)

#### Guideline DBR.CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  |
|---|--|
| <p><b>DBR.CSS 4 Indicators:</b></p> <ul style="list-style-type: none"><li>• Participate in music, dance, and other traditions from various cultures. (3.1)</li><li>• Show and talk about objects, food, and customs from own family or culture. (3.2)</li><li>• Identify homes that are similar to and/or different from own home. (3.3)</li><li>• With prompting and support, describe pictures of shelters/homes in other geographic regions. (3.4)</li><li>• Identify the characteristics of one's own home. (3.5)</li></ul> | <p><b>DBR.CSS 4 Indicators:</b></p> <ul style="list-style-type: none"><li>• Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)</li><li>• Discuss shelters/homes in various geographic regions. (4.2)</li></ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CSS 5

### SUBDOMAIN: SOCIAL STUDIES (CSS)

**Guideline DBR.CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.**

| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)  |
|--|--|
| <p><b>DBR.CSS 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Describe classroom and/or home responsibilities (e.g., “I pick up toys” or “I set the table.”). (3.1)</li> <li>• With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2)</li> <li>• Follow many rules with little support. (3.3)</li> <li>• Identify rules that are used at home or in the classroom. (3.4)</li> <li>• Tell why rules are important. (3.5)</li> <li>• Describe the roles of various familiar community helpers/workers. (3.6)</li> <li>• Imitate the roles of familiar community workers. (3.7)</li> </ul> | <p><b>DBR.CSS 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize their responsibility as a member of a family and classroom. (4.1)</li> <li>• Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)</li> <li>• Follow rules that have been established. (4.3)</li> <li>• Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)</li> <li>• Identify workers and their roles as citizens within the community. (4.5)</li> </ul> |



## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: DBR.CSS 6

### SUBDOMAIN: SOCIAL STUDIES (CSS)

#### Guideline DBR.CSS 6: Demonstrate an awareness of basic economic concepts.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <p><b>DBR.CSS 6 Indicators:</b></p> <ul style="list-style-type: none"><li>• Demonstrate an awareness of uses of money. (3.1)</li><li>• Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (3.2)</li><li>• Express wants and needs. (3.3)</li></ul> | <p><b>DBR.CSS 6 Indicators:</b></p> <ul style="list-style-type: none"><li>• Demonstrate awareness of the purpose of money through play activities. (4.1)</li><li>• Demonstrate the role of buyers and sellers in play activities. (4.2)</li><li>• Participate in conversations about wants and needs. (4.3)</li></ul> |

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Strategies for Social Studies

### 3-Year-Olds

- Invite family members to participate in school or classroom events.
- Talk about similarities and differences in terms of dress, food, transportation, etc. as seen in books and pictures.
- Talk about similarities and differences that are represented by the children in your classroom.
- Read books and talk about community workers and their jobs.
- Cultivate a school garden where children can plant seeds and see how plants grow and change over time.
- Take pictures of things that change over time and display them in the classroom (e.g., seeds growing into a flower).
- Include materials in the dramatic play area that will encourage children to pretend that they are a community worker (e.g., firemen's hat or postal workers mailbag) or that they run a business (e.g., play money and grocery bags).
- Share children's pleasure in learning and discovering new things through daily routines and their play, both indoors and outdoors. Take children to community events and places (e.g., parks, playgrounds, petting zoo, farmer's market, and library) to learn about the world.

### 4-Year-Olds

- Involve children's families in every aspect of the program so that children can observe and learn about other's personal characteristics, experiences, and cultures.
- Demonstrate respect for various cultures and languages. Make sure that children's home languages and cultures are reflected in books, signs, and learning experiences.
- Write class books about children's families, their homes, their mealtimes, their pets, and other aspects of their lives. Discuss what is the same and different about the children's families.
- Engage children in long-term projects or a study of their community. Begin with children describing what they already know and then identifying what questions they have and ways to find answers.
- Take trips, invite visitors, make observations, gather and record data about what they learn.
- Use various media (e.g., blocks, clay, drawings, or photos) to represent and map the classroom, center, neighborhood, or community.

# LANGUAGE AND LITERACY DEVELOPMENT

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**Guideline 1: Comprehend or understand and use language.**

**Guideline 2: Comprehend and use increasingly complex and varied vocabulary.**

**Guideline 3: Develop an interest in books and their characteristics.**

**Guideline 4: Comprehend stories and information from books and other print materials.**

**Guideline 5: Demonstrate understanding of the organization and basic features of print.**

**Guideline 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).**

**Guideline 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.**

The Language and Literacy domain includes children's listening, speaking, writing, thinking, and reading development. These skills are critical to children's success in school, as well as their success later in life. Although children continue to develop language and literacy skills throughout their lives, what they learn in the early years establishes the foundation for later language, reading, and writing skills. Young children who have rich language and literacy experiences early in life are less likely to have later difficulties learning to read.

## Speaking and Listening

Children enter the world with the capacity to communicate. Before babies utter their first words, they are preparing to use language in many ways. As children grow and change, however, their communication needs change as well. Communicating with a preschooler is very different than communicating with a toddler or an infant. Infants and toddlers are learning the basics of communication and how important it is. Preschoolers are well on the way to becoming fluent communicators. They have learned a great deal about the purposes and conventions of communication. It's important for adults to support these changes so that children can continue to grow as skillful communicators. Singing songs and reciting simple nursery rhymes are one way to promote children's language development. They help to give children a sense of the natural rhythm of the language and its sentence patterns.

A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Some studies have linked the number of words a child hears before the age of four to future academic achievement. The more often parents and caregivers talk to their children in everyday situations, the more opportunities children have to learn new words and practice their communication skills.

## Reading

As children move into the preschool years, reading-like behaviors begin to develop. These behaviors may include pretending to read or “reading” environmental print, such as a logo that they are familiar with. Later, the child may “read” a book by re-telling a familiar story and, especially as he or she approaches preschool age, may sit for longer periods of time and pretend to read a book independently. This is an exciting sign that he or she is beginning to understand what reading is about. It is a step forward on the road to literacy.

### Beginning Reading Skills

For young children to be successful, it is important for them to have experiences that promote the following language and early reading skills:

1. **Phonological Awareness** – includes identifying and working with oral rhymes, syllables, onsets and rimes, and individual sounds.
2. **Oral Language** – development of expressive and receptive language, including vocabulary, the contextual use of speech, syntax, and oral comprehension activities.
3. **Print Awareness** – knowledge of the purposes and conventions of print.
4. **Alphabet Knowledge** – recognize letters of the alphabet.

*Source: National Early Literacy Panel*

## Writing

When we think about early literacy, most often what comes to mind is reading. However, writing is an important part of early literacy as well. Learning to read and learning to write are both important literacy processes, and they support each other—children with strong writing skills often have strong reading skills and vice versa.

Writing, as with other accomplishments of young children, develops in stages that are a part of the normal development of writing ability. Children become competent writers as they move through these stages:

- **Stage 1 - Random Scribbling: (2-and 3-year olds)**

Children make marks on paper with little muscular control.

- **Stage 2 - Controlled Scribbling: (3-year-olds)**

Children “write” across the paper in linear fashion, repeating patterns over again, showing increased muscular control.

- **Stage 3 - Letter-like Forms: (3-and 4-year-olds)**

Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly. They pretend they are writing; in their work they separate writing from drawing. They have purpose to their letter-like forms.

- **Stage 4 - Letter and Symbol Relationship: (4-year-olds)**

Children write letters to represent words and syllables. They can write their names. They recognize the word that represents their name. They can copy words, but often reverse one or more of the letters they are copying.

- **Stage 5 - Invented Spelling: (4-and 5-year olds)**

Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.

- **Stage 6 - Standard Spelling: (5-, 6-, and 7-year-olds)**

Most of the words the children use are written correctly; some children add punctuation. They organize their words in lines with spaces between the words; they move from left-to-right, and from the top of the page to the bottom.

*Adapted from: The Portfolio and Its Use: A Road Map for Assessment by Sharon MacDonald*

In summary, it is difficult to separate language and communication from early literacy skills because they are so inter-twined with one another. An environment with many conversations and one where books, stories, writing activities, songs, rhymes and fingerplays are enjoyed many times during the day lays the foundation for both language and literacy skills and for later school success. Therefore, each of the Guidelines and Indicators described in this document is important for children's progress.

# Language and Literacy Development: DBR.LL 1

## SUBDOMAIN: SPEAKING AND LISTENING

### Guideline DBR.LL 1: Comprehend or understand and use language.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   | Alignment to DBR Kindergarten ELA Standards  |
|---|---|--|
| <p><b>DBR.LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Follow two-step directions. (3.1)</li> <li>Demonstrate understanding of simple questions and requests. (3.2)</li> <li>Answer some simple “who”, “what” and “where” questions. (3.3)</li> <li>Listen and respond attentively to simple conversations. (3.4)</li> <li>Use phrases and/or simple sentences and questions. (3.5)</li> <li>Ask “why” questions. (3.6)</li> <li>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</li> <li>Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home. (3.8)</li> </ul> | <p><b>DBR.LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)</li> <li>Listen and respond attentively to conversations. (4.2)</li> <li>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</li> <li>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</li> <li>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</li> </ul> | <p><b>Speaking and Listening (SL):</b></p> <p><b>DBR.SL 1:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p><b>DBR.SL 2:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> |

## SUBDOMAIN: SPEAKING AND LISTENING

### Guideline DBR.LL 1: Comprehend or understand and use language.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   | Alignment to DBR Kindergarten ELA Standards   |
|---|---|---|
| <ul style="list-style-type: none"><li>Ask questions that may incorporate expanding vocabulary. (3.9).</li></ul> | <ul style="list-style-type: none"><li>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</li></ul> | <p><b>Language (L)</b></p> <p><b>DBR.L 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> |

## Language and Literacy Development: DBR. LL 2

| SUBDOMAIN: LANGUAGE   |   |   |
|---|---|---|
| Guideline DBR.LL 2: Comprehend and use increasingly complex and varied vocabulary.  |   |   |
| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   | Alignment to DBR Kindergarten ELA Standards   |
| <p><b>DBR.LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)</li> <li>• Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</li> </ul> | <p><b>DBR.LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</li> <li>• Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</li> </ul> | <p><b>Language (L)</b></p> <p><b>DBR.L 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><b>DBR.L 6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |



## Language and Literacy Development: DBR.LL 3

### SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT

#### Guideline DBR.LL 3: Develop an interest in books and their characteristics.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  | Alignment to DBR Kindergarten ELA Standards   |
|---|--|---|
| <b>DBR.LL 3 Indicators:</b> <ul style="list-style-type: none"> <li>Find a specific book by looking at the cover. (3.1)</li> <li>Identify the front cover of a book. (3.2)</li> <li>Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</li> <li>Imitate teacher reading a story. (3.4)</li> <li>With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</li> <li>Shows an interest in illustrations. (3.6)</li> </ul> | <b>DBR.LL 3 Indicators:</b> <ul style="list-style-type: none"> <li>Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)</li> <li>With prompting and support, describe the role of the author and illustrator of a text. (4.2)</li> </ul> | <b>Reading Standards for Literature (DBR.RL)</b><br><b>DBR.RL 6:</b> With prompting and support, define the role of the author and the illustrator of a story in telling the story.<br><b>Reading Standards for Informational Text (DBR.RI)</b><br><b>DBR.RI 5:</b> Identify the front cover, back cover, and title page of a book.<br><b>DBR.RI 6:</b> With prompting and support, define the role of the author and the illustrator of a text and present the ideas or information in a text. |

## Language and Literacy Development: DBR.LL 4

### SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT

#### Guideline DBR.LL 4: Comprehend stories and information from books and other print materials.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  | Alignment to DBR Kindergarten ELA Standards   |
|---|--|---|
| <p><b>DBR.LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Answer simple questions about print that has been read aloud several times. (3.1)</li> <li>• Retell a simple story with pictures or other props to use as prompts. (3.2)</li> <li>• With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</li> <li>• With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</li> <li>• Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)</li> <li>• Use pictures and illustrations of a text to tell a story. (3.6)</li> </ul> | <p><b>DBR.LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about print that is read aloud. (4.1)</li> <li>• With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</li> <li>• With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</li> <li>• With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</li> <li>• Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</li> </ul> | <p><b>Reading Standards for Literature (DBR.RL):</b></p> <p><b>RL 1:</b> With prompting and support, ask and answer questions about the key details in a text.</p> <p><b>DBR.RL 2:</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>DBR.RL 3:</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>DBR.RL 4:</b> Ask and answer questions about unknown words in a text.</p> <p><b>DBR.RL 5:</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>DBR.RL 7:</b> With prompting and support, make connections between the illustrations in the story and the text.</p> |

**SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT****Guideline DBR.LL 4: Comprehend stories and information from books and other print materials.**

| <b>Three-Year-Olds (36 – 48 months)</b>   | <b>Four-Year-Olds (48 – 60 months)</b>   | <b>Alignment to DBR Kindergarten ELA Standards</b>   |
|---|--|--|
| <ul style="list-style-type: none"><li>• With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</li><li>• Demonstrate understanding of what will happen next in familiar stories. (3.8)</li></ul> | <ul style="list-style-type: none"><li>• Recognize that texts can be stories (make believe) or real (give information). (4.6)</li><li>• With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</li><li>• With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</li><li>• Based on the title and/or pictures/illustrations, predict what might happen in a story before it is read. (4.9)</li></ul> | <p><b>DBR.RL 9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>DBR.RL 10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading Standards for Informational Text (RI):</b></p> <p><b>DBR.RI 4:</b> With prompting and support, ask and answer questions about unknown works in a text.</p> <p><b>Language (L):</b></p> <p><b>DBR.L 6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> |

## Language and Literacy Development: DBR.LL 5

### SUBDOMAIN: READING: FOUNDATIONAL SKILLS

#### Guideline DBR.LL 5: Demonstrate understanding of the organization and basic features of print.

| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)  | Alignment to DBR Kindergarten ELA Standards  |
|--|--|--|
| <b>DBR.LL 5 Indicators:</b> <ul style="list-style-type: none"> <li>• With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</li> <li>• Identify name on personal property. (3.2)</li> <li>• With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</li> <li>• Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</li> <li>• Identify some letters in own name. (3.5)</li> </ul> | <b>DBR.LL 5 Indicators:</b> <ul style="list-style-type: none"> <li>• With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</li> <li>• With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</li> <li>• With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)</li> <li>• With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</li> <li>• Name at least 26 of the 52 upper- and/or lower-case letters of the alphabet. (4.5)</li> </ul> | <b>Reading: Foundational Skills (DBR.RF)</b><br><b>DBR.RF 1:</b> Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page to page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by space in print.</li> <li>d. Recognize and name all upper- and lower- case letters of the alphabet.</li> </ul> |

## Language and Literacy Development: DBR.LL 6

| SUBDOMAIN: READING: FOUNDATIONAL SKILLS   |  |   |  |
|---|--|---|--|
| Guideline DBR.LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).   |  |   |  |
| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  | Alignment to DBR Kindergarten ELA Standards   |  |
| <b>DBR.LL 6 Indicators:</b> <ul style="list-style-type: none"> <li>• With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</li> <li>• With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</li> <li>• With prompting and support, show an awareness of beginning sounds in words. (3.3)</li> <li>• With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</li> <li>• Engage in word play activities in songs and rhymes. (3.5)</li> </ul> | <b>DBR.LL 6 Indicators:</b> <ul style="list-style-type: none"> <li>• With prompting and support, recognize and produce rhyming words. (4.1)</li> <li>• With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</li> <li>• With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</li> <li>• Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</li> </ul> | <b>Reading: Foundational Skills (DBR.RF)</b><br><b>DBR.RF 2:</b><br>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words,</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> |  |

## Language and Literacy Development: DBR.LL 7

| SUBDOMAIN: WRITING   |  |   |  |
|--|--|---|--|
| Guideline DBR.LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.  |  |   |  |
| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)  | Alignment to DBR Kindergarten ELA Standards   |  |
| <p><b>DBR.LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of writing tools, materials, and surfaces. (3.1)</li> <li>• Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</li> <li>• Engage in tactile experiences creating letters and other forms. (3.3)</li> <li>• Imitate marks made by adult or older child (approximations). (3.4)</li> <li>• Describe picture and/ or dictate story to caretaker. (3.5)</li> <li>• With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6)</li> </ul> | <p><b>DBR.LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)</li> <li>• Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</li> <li>• With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)</li> </ul> | <p><b>Writing (DBR.W)</b></p> <p><b>DBR.W 1:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>DBR.W 2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>DBR.W 3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>DBR.W 6:</b> With guidance and support from adults and peers, explore a variety of digital tools participating in a production of a published writing.</p> |  |

## STRATEGIES FOR LANGUAGE & LITERACY DEVELOPMENT

### 3-Year-Olds

- Talk about what's happening now and what will happen next. For example, say, "After we have lunch it will be time for nap."
- Ask questions that require the child to give more than a "yes" or "no" answer (open-ended questions). Include questions that require the child to think (e.g., "What would happen if we moved this block?").
- Do not correct mistakes in word use, pronunciation or tense. Simply model the correct way to say it. For example, if the child says, "The plane is highering up!" You say, "Yes, that plane is going higher!"
- Continue to use many songs, fingerplays, and stories throughout the day in routine times, transition times, and playtime.
- Read to children in small groups of two or three. Have props or objects that relate to the story for the children to touch or hold.
- Provide a variety of materials in the writing center for children to use to communicate or create.

### 4-Year-Olds

- Engage children in frequent conversations about topics that interest them and build on what they say with more complex language.
- Provide opportunities for children to experiment and play with the sounds that words make through songs, rhymes, poems, and nonsense words.
- Model and explicitly demonstrate reading print from top to bottom and from left to right.
- Introduce new vocabulary when asking questions or describing situations or objects and relate the new words back to familiar words and or/ ideas. Encourage children to use these words when talking about pictures or real objects. Use variations of the same word such as, magnify, magnifier, magnifying, and magnified.
- Point out the title, author, and illustrator when reading a book. Talk about characters and story events after reading.
- Write children's words on their pictures, display these in the classroom.
- Provide a variety of materials in the writing center for children to communicate or create.

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (DBR.PM)

**Guideline 1:** Develop large muscle control and coordinate movements in their upper and/or lower body.

**Guideline 2:** Develop small muscle control and coordination.

**Guideline 3:** Participate in a variety of physical activities to enhance strength and stamina.

**Guideline 4:** Develop appropriate health and hygiene skills.

**Guideline 5:** Demonstrate safe behaviors.

Health and physical development skills are the foundation for the future health and well-being of all children. This domain fosters children's sound nutritional choices, health/safety practices, and physical activity for optimal learning.

### Physical Fitness and Motor Skills

As children grow and develop, their motor skills begin to improve as connections in the brain grow. Motor skills develop in an orderly, predictable way. They develop from the top of the child to the bottom, and from the center of the body outward. Also, skills become more and more specialized as children grow. Although there is variation in the age at which each child will develop a particular skill, for the most part, the order in which skills develop is predictable. For example, a young child can walk before he can run, and run before he can hop.

There are two general types of motor skills: gross motor skills and fine motor skills. Gross motor refers to the movement of the large muscles in the upper and lower body. These are the muscles that control the ability to walk, run, jump, etc. Fine motor refers to movement of the small muscles of the hand and arm that control the ability to scribble, write, draw, and do many other activities that require finger, hand, and hand-eye coordination. Gross motor skills usually develop before fine motor skills. Babies can wave their arms before they can pick up small objects with their fingers, and preschoolers can scribble with sweeping motions before they can write. As these motor skills are developing, children also are learning to use information gathered through their senses to understand their environment and make decisions about what action to take. For example, a child may adjust his/her walking if a surface is wet or slippery. Similarly, a child may recognize a cup that has been buried in the sand based on their touch and feel of the cup. As children develop, they become more capable of organizing information that is collected through their different senses, and then using this sensory information to guide their movements.

Although movement skills develop naturally in most young children, it is important that children have a variety of physical experiences that facilitate good muscle development, and experiences that allow them to practice motor skills. This is important, since the majority of motor skills develop by age 12. It is also important for good physical fitness. Parents, educators, health professionals, and policy makers share a common concern about the alarming increase in childhood obesity rates. Therefore, the Guidelines and Indicators provided in this domain are important because they encourage adults to provide a variety of motor activities for young children.



## Good Health and Safety Practices

Early childhood is a good time to begin teaching children good health, nutrition, and safety practices. Studies have shown that children will generally eat the types of food they are provided during childhood for the remainder of their lives. If they learn to eat a variety of fruits and vegetables, they will continue to eat them. In contrast, if they are fed a lot of unhealthy snacks and eat at fast-food restaurants, they will continue to do so. Food habits are one of the most important habits a child learns.

Early childhood is also a good time to begin to teach general safety practices to children. Understanding hazards that might be in the environment is something that develops gradually in young children. When children are very young, they need the constant presence and guidance of adults to help ensure their safety. As children grow older, they begin to understand that some situations are dangerous. While they continue to need diligent supervision, they also can begin to learn about danger and how to avoid it. The Guidelines and Indicators in this Domain are designed to foster children's understanding of how to keep themselves healthy and safe.



### Healthy Nutrition

*MyPlate* illustrates the five major food groups that are the building blocks for a healthy diet.

For more information about MyPlate, go to [www.myplate.gov](http://www.myplate.gov).

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: DBR.PM 1

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### SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS

**Guideline DBR.PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <p><b>DBR.PM 1 Indicators:</b></p> <ul style="list-style-type: none"><li>• Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)</li><li>• Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)</li></ul> | <p><b>DBR.PM 1 Indicators:</b></p> <ul style="list-style-type: none"><li>• Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)</li><li>• Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)</li></ul> |

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: DBR.PM 2

### SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS

#### Guideline DBR.PM 2: Develop small muscle control and coordination.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <b>DBR.PM 2 Indicators:</b> <ul style="list-style-type: none"><li>• Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)</li><li>• Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)</li></ul> | <b>DBR..PM 2 Indicators:</b> <ul style="list-style-type: none"><li>• Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)</li><li>• Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2)</li></ul> |

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: DBR.PM 3

### SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS

**Guideline DBR.PM 3: Participate in a variety of physical activities to enhance strength and stamina.**

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  |
|---|--|
| <p><b>DBR.PM 3 Indicators:</b></p> <ul style="list-style-type: none"><li>• Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)</li><li>• Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)</li></ul> | <p><b>DBR.PM 3 Indicators:</b></p> <ul style="list-style-type: none"><li>• Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)</li><li>• Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)</li></ul> |

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: DBR.PM 4

### SUBDOMAIN: HEALTH AND HYGIENE

#### Guideline DBR.PM 4: Develop appropriate health and hygiene skills.

| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)   |
|--|---|
| <b>DBR.PM 4 Indicators:</b> <ul style="list-style-type: none"><li>• Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)</li><li>• Select from a variety of healthy foods that are offered. (3.2)</li><li>• Carry out most personal care routines with minimal adult guidance and assistance. (3.3)</li><li>• Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4)</li></ul> | <b>DBR.PM 4 Indicators:</b> <ul style="list-style-type: none"><li>• Identify different foods and the corresponding food group according to “My Plate”. (4.1)</li><li>• Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)</li><li>• Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)</li><li>• Get sufficient sleep and rest to support healthy development of their body. (4.4)</li></ul> |

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: DBR.PM 5

### SUBDOMAIN: SAFETY

#### Guideline DBR.PM 5: Demonstrate safe behaviors.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <p><b>DBR.PM 5 Indicators:</b></p> <ul style="list-style-type: none"><li>• Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1)</li><li>• State safety rules and follow them with guidance from adults. (3.2)</li></ul> | <p><b>DBR.PM 5 Indicators:</b></p> <ul style="list-style-type: none"><li>• Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1)</li><li>• Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2)</li></ul> |

## STRATEGIES FOR PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

### 3-Year-Olds

- Model healthy eating while sitting with children at the table.
- Provide a choice of two or more nutritional foods and allow children to choose.
- Provide opportunities in the daily schedule to practice hygiene routines, such as tooth brushing, teeth flossing or handwashing.
- Provide wheeled toys (3-4 wheels, with pedals and without) and places to ride them. Add social play to motor play by adding simple rules like a stop sign along the tricycle path or a “gasoline pump” to fill-up vehicles.
- Use small climbers and a variety of different sized boxes to encourage social role play as they represent forts, houses, or tents.
- Provide a variety of levels and obstacles (things to go through, around, over, and under) to increase the children’s skills and enjoyment.
- Stock manipulative centers with containers for objects to be put into. Good manipulative opportunities can occur in many daily routines and self-help skills. Zipping real zippers and fastening simple fasteners is much more fun when it is a functional process.

### 4-Year-Olds

- Read books about healthy practices. Discuss the concepts of rest, exercise, and good eating related to good health.
- Model healthy eating, display the “My Plate” model for healthy and nutritious eating.
- Provide opportunities for children to pour their own drinks and to serve foods, such as spooning out applesauce.
- Talk about consequences of unsafe behavior (e.g., injury to self, others, or damage to property).
- Provide opportunities for children to engage in gross motor activities inside such as dancing, moving to music, Simon Says, etc.
- Provide space and opportunities for children to walk, run, and climb every day.
- Provide a variety of materials (e.g., beads and snap cubes) for children to put together and pull apart.
- Develop activities or opportunities for children to practice drawing and writing with a variety of tools.

# SOCIAL-EMOTIONAL DEVELOPMENT

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- Guideline 1:** Develop healthy relationships and interactions with peers and adults.
- Guideline 2:** Develop positive self-identify and sense of belonging.
- Guideline 3:** Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
- Guideline 4:** Regulate own emotions and behavior.
- Guideline 5:** Regulate attention, impulses, and behavior.

School readiness not only means that children are intellectually prepared for school, but also that they are socially and emotionally prepared for success in the classroom. One of the primary goals of a quality prekindergarten program is to foster healthy social and emotional development in young children. To be successful, children must be able to develop relationships with others, cooperate with peers and adults, understand others' feelings and perspectives, and maintain some control of their behaviors and emotions. These characteristics help to ensure that children are able to get along and participate with others in the classroom.

## Early Relationships with Adults and Peers

The social and emotional development of young children is strengthened when they feel that the adults in their lives care about them and they develop close relationships (often called “secure attachments”) with their parents, teachers, and other adults who care for them. Positive relationships encourage children to care about other people and seek to understand the thoughts and feelings of others. Research has found that children who have secure, trusting relationships with their caregivers get along better with their peers and have an easier time adjusting to the demands of formal schooling. Adults can help children develop these types of positive relationships by consistently responding when children, especially babies, need something or they are upset, and by being warm and loving when caring for children.

## Self-Concept

How children feel about themselves and their own sense of worth has a lot to do with later success in life. Children who have a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle any problems or difficulties that may come up.

Children's self-concept develops very early in life. How children see themselves and how they feel about themselves is related to their early relationships. These early relationships help young children learn about whom they are and how they are seen by others. When caregivers and teachers respond to children with acceptance and positive regard, children feel important and they learn to feel good about themselves.



## **Self-Regulation: Managing Behavior and Emotions**

Early childhood is a time when young children are learning to manage their impulses, desires, and emotions. Very young children (infants and toddlers) often need the support of caregivers who can provide comfort and help to soothe distressed feelings in order to learn how to regulate their emotions. As children get older, their ability to regulate and manage emotions develops some, but they often still have difficulties controlling their feelings. Parents and early childhood educators may be able to help children learn to focus their attention, follow rules and guidelines, get along with others (e.g., learning to share), and manage their emotions or express feelings in an acceptable ways (e.g., expressing anger with words rather than hitting). Still, this is an area that can be challenging for young children, so they need consistent guidance as they learn to manage their behaviors and emotions.

## **The Role of Temperament**

One important concept in caring for young children is each child's temperament and the way a child's temperament affects how the child interacts with and relates to the world around him/her. Temperament refers to a child's "personal style." It influences the way in which he/she approaches and reacts to people and to different situations. Once caregivers understand a child's temperament, they can use this information to anticipate situations and issues before they occur.

### **Researchers suggest that children's temperament falls into three general categories:**

**Easy/flexible** - These children tend to be calm and happy. They are fairly flexible and adapt easily to new situations/people.

**Active/feisty** – Active or feisty children often are more fussy and intense in their reactions. They tend to be more fearful of new situations and people, and can be easily upset by noise and stimulation.

**Cautious/slow to warm** – These children tend to be fussy and less active. They may withdraw or react fearfully to new situations; however, if given time and support, "slow to warm" children will learn to adapt and adjust to the situation.

It is important for caregivers to remember that these are general categories, and not all children's temperaments will fall neatly into one of these three categories. Also, it is important to understand that temperament traits, like personality traits, may differ in terms of the level of intensity. For example, when a stranger comes into the room, one baby with a cautious/slow to warm temperament may become uneasy and look over at the caregiver for comfort, while another infant with the same temperament may begin to cry and let the caregiver know that he/ she wants to be picked up.

Finally, it is important for caregivers to remember that children's basic temperament does not change over time. While environment and interactions with caregivers and parents can affect the intensity and expression of temperamental traits, these are fairly constant throughout the course of childhood. Therefore, when we think about the Guidelines and Indicators described in this Domain, which we know are important areas in which children should show progress, we have to keep in mind that children may express their skills and knowledge differently, and that their temperament may affect how often and the intensity with which children respond.

# SOCIAL-EMOTIONAL DEVELOPMENT: DBR.SE 1

## SUBDOMAIN: SOCIAL RELATIONSHIPS

### Guideline DBR.SE 1: Develop healthy relationships and interactions with peers and adults.

#### Three-Year-Olds (36 – 48 months)

#### DBR.SE 1 Indicators:

- Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt). (3.1)
- Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2)
- Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3)
- Work or play cooperatively with other children with some direction from adults. (3.4)
- Resolve conflict with peers by following suggestions from an adult. (3.5)
- Show affection for adults that care for him/her on a regular basis. (3.6)
- Demonstrate interactions with a few adults who are less familiar. (3.7)

#### DBR.SE 1 Indicators:

- Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)
- Express empathy and sympathy for others. (4.2)
- Demonstrate understanding of how one's words and actions affect others. (4.3)
- Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)
- Play cooperatively with small group of peers for a sustained time. (4.5)
- Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)
- Resolve conflict with peers on their own sometimes. (4.7)
- Seek help from adults when in conflict with peer, if needed. (4.8)

## SUBDOMAIN: SOCIAL RELATIONSHIPS

### Guideline DBR.SE 1: Develop healthy relationships and interactions with peers and adults.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)  |
|---|--|
| <ul style="list-style-type: none"><li>Occasionally play with the same one or two children for a short time. (3.8)</li><li>Describe one or two children as their friends. (3.9)</li><li>Join in with a small group of children. (3.10)</li></ul> | <ul style="list-style-type: none"><li>Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. (4.9)</li><li>Develop and maintain positive relationships with peers. (4.10)</li></ul> |

## SOCIAL-EMOTIONAL DEVELOPMENT: DBR.SE 2

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### SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY

**Guideline DBR.SE 2: Develop positive self-identify and sense of belonging.**

| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)   |
|--|---|
| <b>DBR.SE 2 Indicators:</b> <ul style="list-style-type: none"><li>• Recognize self in terms of basic preferences, characteristics, and skills. (3.1)</li></ul> | <b>DBR.SE 2 Indicators:</b> <ul style="list-style-type: none"><li>• Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)</li></ul> |

## SOCIAL-EMOTIONAL DEVELOPMENT: DBR.SE 3

### SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY

**Guideline DBR.SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting**

| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)  |
|--|--|
| <b>DBR.SE 3 Indicators:</b> <ul style="list-style-type: none"> <li>• Demonstrate confidence in completing familiar tasks. (3.1)</li> <li>• Actively explore the environment and begin to try new experiences. (3.2)</li> <li>• Make choices between two or three options (e.g., chooses milk or juice). (3.3)</li> </ul> | <b>DBR.SE 3 Indicators:</b> <ul style="list-style-type: none"> <li>• Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)</li> <li>• Attempt new experiences with confidence. (4.2)</li> <li>• Make choices or decisions from a range of options. (4.3)</li> </ul> |

## SOCIAL-EMOTIONAL DEVELOPMENT: DBR.SE 4

### SUBDOMAIN: SELF-REGULATION

#### Guideline DBR.SE 4: Regulate own emotions and behavior.

| Three-Year-Olds (36 – 48 months)  | Four-Year-Olds (48 – 60 months)   |
|---|---|
| <b>DBR.SE 4 Indicators:</b> <ul style="list-style-type: none"><li>• Recognize and name basic emotions (happy, mad, sad) in self. (3.1)</li><li>• Express own ideas, interests, and feelings through words or actions. (3.2)</li></ul> | <b>DBR.SE 4 Indicators:</b> <ul style="list-style-type: none"><li>• Recognize and accurately label the feelings of self. (4.1)</li><li>• Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)</li></ul> |

## SOCIAL-EMOTIONAL DEVELOPMENT: DBR.SE 5

| SUBDOMAIN: SELF-REGULATION   |  |
|--|--|
| Guideline DBR.SE 5: Regulate attention, impulses, and behavior.  |  |
| Three-Year-Olds (36 – 48 months)   | Four-Year-Olds (48 – 60 months)  |
| <p><b>DBR.SE 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, follow rules and routines. (3.1)</li> <li>• With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2)</li> <li>• Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)</li> <li>• With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (3.4)</li> </ul> | <p><b>DBR.SE 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Follow rules and routines and adapt to changes in rules and routines. (4.1)</li> <li>• Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)</li> <li>• With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)</li> </ul> |

## STRATEGIES FOR SOCIAL-EMOTIONAL DEVELOPMENT

### 3-Year-Olds

- Provide opportunities for cooperative play like a rocking boat or a wheeled toy that accommodates two children.
- Comment on and encourage positive social interactions. Model positive and respectful communication between adults.
- Talk about feelings. Specifically comment on the child's feelings as well as the feelings of others. "You are dancing as if you are very happy."
- Focus on children's positive qualities – their accomplishments and things they can do well.
- Model the type of interactions with others you want children to develop: affection, empathy and gentleness (e.g., tell a child if you are angry but never react in anger by shaking or jerking).
- Include plenty of materials in the environment to allow children to express and share feelings and to role-play [e.g., dramatic play props (dolls, dress-up clothes, small people/figures), sand/water play; art, music and songs, puppets, books, etc.].

### 4-Year-Olds

- Clearly state behavior expectations and provide specific feedback when children behave well.
- Model self-control by using self-talk: "Oh, I can't get this lid off. I am feeling frustrated [take a deep breath]. That's better. I'll try again."
- Coach children to express their feelings verbally, using either their home language or English.
- Read books that include conflicts or problems requiring cooperation. Ask children to predict what will happen next, or after reading, ask them to provide alternative solutions.
- Help children who are having difficulty making friendships with others by planning cooperative activities like buddy painting or collages. Teach these children how to initiate and sustain peer interactions.
- Make sure the learning environment is welcoming to every child and reflects his/her identity and culture. Use photos of children and family members, displays of children's work, and their names for functional purposes like taking attendance, storing belongings, or assigning jobs.



## **APPENDIX A: USE OF TECHNOLOGY TO SUPPORT CHILDREN'S PROGRESS ON THE STANDARDS AND INDICATORS**

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The use of technology has made its way into early childhood classrooms. It is no longer unusual to see young children using computers, tablets, or video learning games at home and in the classroom. However, for early childhood educators there are still lots of questions regarding the benefits of using technology with young children and how teachers can use technology (which includes computers, interactive whiteboards, TV's, videos, and other electronic media) to encourage learning and exploration.

The National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center offers guidance to early childhood educators regarding appropriate practices with technology and interactive media (<http://www.naeyc.org/content/technology-and-young-children>). Specifically, it is recommended that early childhood educators:

- 1) Select, use, integrate, and evaluate technology and interactive media tools intentionally, giving careful attention to the appropriateness and the quality of the content that is being taught through the technology, the child's experience when using the technology, and the opportunities that the technology provides for children to interact with others. Good technology encourages children to be actively involved in doing something that is educational and that includes interacting with others.
- 2) Provide a balance of activities in programs for young children to ensure that technology is only a small part of what they do during the day and is used intentionally to extend and support active, hands-on, creative, and authentic engagement with other people and learning experiences.
- 3) Prohibit the passive use of television, videos, DVDs, and other non-interactive technologies and media in early childhood programs for children younger than 2, and discourage passive and non-interactive uses with children ages 2 through 5. For technology to be beneficial for children, it has to be something that children actively participate with, not something they just watch.
- 4) Only use technology and other electronic media with children young than two if it supports responsive interactions between caregivers and children. In other words, technology should only be used with very young children if it is something that an adult does with the child and it gives children the opportunity to strengthen their relationships with the adult. With the use of television for older children, AAP recommends less than 1 – 2 hours per day of programs that are educational and non-violent.

Finally, because technology is an important part of our lives, it is essential for all children to have the opportunity to learn to use technology. Early childhood educators should work to make sure that all children have access to technology as a tool for teaching and learning. They should also weigh the benefit of using technology and give careful consideration how they integrate technology and media into their classrooms.

## APPENDIX B: GLOSSARY

| GLOSSARY TERMS              |  |
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| <b>Alliteration</b>         | The repetition of the same consonant sounds in a series of two or more neighboring words or syllables (e.g., bouncing baby boy, ba-be-bi-bo-boo, etc.).  |
| <b>Attachment</b>           | The strong emotional tie children feel with special people in their lives (family members and other caregivers).   |
| <b>Attend</b>               | To pay attention to something.   |
| <b>Attention</b>            | The ability to concentrate on an object, person, or event; to carefully observe or listen to something.  |
| <b>Attribute</b>            | A characteristic used to describe an object such as shape, color, size, etc.   |
| <b>Blending</b>             | The process of forming a word by combining parts of words. For example, when you blend the sounds /b/a/t/ together, they become the word “bat.”  |
| <b>Cardinality</b>          | The concept of “how many” or the understanding that the last number identified when counting objects in a set represents “how many” are in the set. For example, the cardinality of the set {1 - 2 - 3} is 3.  |
| <b>Classify</b>             | To arrange or organize according to class or category. For example, a child might arrange a set of blocks according to color, with all of the red blocks are in one group and all of the blue blocks in another group.                                       |
| <b>Comparative language</b> | Using words that note the degree of similarity or difference between two or more objects.  |
| <b>Conflict resolution</b>  | Learning to resolve a disagreement or argument in a calm and constructive manner.  |
| <b>Cooperative play</b>     | Any organized play among a group of children in which activities are planned for the purpose of achieving some goal (e.g., pretending to be a group of firefighters).  |
| <b>Culture</b>              | Characteristics of a particular group of people that are based on shared knowledge, experiences, beliefs, values, attitudes, and/or understandings. May be expressed through shared or common language, religion, music, cuisine, art, and/or social habits. |
| <b>Digital tools</b>        | A broad range of electronic devices such as computers, tablets, multi-touch screens, interaction whiteboards, mobile devices, cameras, DVD and music players, etc.   |
| <b>Empathy</b>              | The ability to understand or identify with another person’s situation and/or feelings.   |
| <b>Engaged</b>              | To take part in; to be involved with an object, activity and/or person(s).   |
| <b>English Language</b>     | Refers to children to who are learning a second language at the same time they are learning English.   |
| <b>Expressive language</b>  | The ability to use words or gestures to communicate meaning.   |
| <b>Family culture</b>       | A family’s way of life, that includes their beliefs, customs, and behaviors.   |
| <b>Fiction</b>              | Literature (e.g., books, stories, poems) where the people and events are imaginary.  |
| <b>Fine motor skills</b>    | Tasks that use the smaller muscles of the body such as those in the wrists or fingers. Includes skills such as reaching, grasping, writing/drawing, or picking up small objects.   |

## GLOSSARY TERMS

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| <b>Gross motor skills</b>            | Tasks that use the gross or large muscles of the body like those in the arms, legs, and core. Includes skills such as running, climbing, kicking, throwing, etc.  |
| <b>Hypothesize</b>                   | To come up with an explanation or idea about something that can be tested by further investigation. For example, a child might hypothesize about what will happen when blue and yellow paint is mixed together.   |
| <b>Imitate inflection</b>            | Mimic changes in an adult's voice (e.g., changes in pitch or tone).   |
| <b>Intense attention</b>             | An ability to focus intently or with great effort.  |
| <b>Joint attention</b>               | A state in which the child and the caregiver pay attention to the same object or event, and the caregiver often talks about what they are looking at.   |
| <b>Learning scheme</b>               | Refers to the way in which young children begin to learn about their environment and how they organize information they take in from the environment. For example, a toddler discovers that a ball bounces when dropped from the high chair, and begins to experiment to see if other objects will bounce when dropped. |
| <b>Locomotor</b>                     | Refers to movement; basic locomotor skills include walking, running, hopping, jumping, skipping, etc.   |
| <b>Manipulatives</b>                 | Materials that allow children to explore, experiment, and interact by using their hands. Such items include, but are not limited to, beads and laces, puzzles, small blocks, playdough, lacing cards, and items that can be snapped, zipped or hooked together, to name a few.  |
| <b>Melody</b>                        | A series of musical notes arranged in succession.   |
| <b>Numeral</b>                       | The symbol that is used to represent a number (e.g., 3 or III).   |
| <b>Object Permanence</b>             | A child's ability to know that objects continue to exist even though they can no longer be seen by the child.   |
| <b>One-to-one correspondence</b>     | The ability to match each item in one set to another item within a different, but equal set (e.g., matching a set of socks with a set of shoes).  |
| <b>Onset</b>                         | A part of spoken language that is smaller than a syllable, but larger than a phoneme. It is the initial consonant sound of a syllable (The onset of bag is b-; of swim, sw-).   |
| <b>Open-ended questions</b>          | A question that tends to be broader and will require more than a one- or two-word response (e.g., How?, Where?, Why?).  |
| <b>Ordinal number</b>                | A whole number that names the position of an object in a sequence (e.g., first, second, third, etc.).   |
| <b>Palming</b>                       | Scooping small objects, such as Cheerios, into the palm of their hand. This is called palming objects.  |
| <b>Pantomime</b>                     | Communicating by way of gesture or facial expression.   |
| <b>Parallel talk (and Self-talk)</b> | <b>Parallel talk</b> – Adults talking to a child, describing what the child is doing.<br><b>Self-talk</b> – Words or dialogue adults use to describe what they are doing.   |
| <b>Persistence</b>                   | A child's ability to continue an activity or continue working on a task in spite of challenges that could discourage the child from continuing to try.  |
| <b>Phoneme</b>                       | A sound unit of speech.   |
| <b>Phonemic awareness</b>            | Ability to hear and identify parts of the spoken language and auditorily divide into phonemes.  |
| <b>Pincer grasp</b>                  | The child's use of the thumb and forefinger to pick up or manipulate small objects.   |

## GLOSSARY TERMS

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| <b>Positional words</b>                                  | Words that are used to describe the location of something or to give directions related to movement (e.g., up, down, left, right, etc.).   |
| <b>Problem-solving</b>                                   | Behaviors practiced by young children that allow them to explore questions or situations and try different solutions.  |
| <b>Raking grasp</b>                                      | Infants use their hands to “rake” objects toward them and open their fingers to grasp an object.   |
| <b>Receptive language</b>                                | The child’s ability to understand what is being said or communicated by others.  |
| <b>Replicate</b>   | To reproduce, imitate, or copy.  |
| <b>Rhythm</b>  | Musical term that refers to the repeated pattern of sounds or silences. Also referred to as the “beat” of a song.  |
| <b>Rime</b>  | The part of a syllable that contains the vowel and all that follows it (e.g., the rime of bag is –ag; of swim, –im).   |
| <b>Segment</b>   | The ability to identify how many words are in a sentence (e.g., children will clap to each individual word) or how many syllables are in a word (e.g., children will clap to each syllable, “Ba-by”).  |
| <b>Self-concept</b>                                      | The set of attributes, abilities, attitudes, and values that an individual believes defines who he or she is.  |
| <b>Self-efficacy</b>                                     | Belief in one’s ability to accomplish a task, goal or outcome.   |
| <b>Self-soothe</b>                                       | The ability to calm oneself when upset or to soothe oneself to sleep.  |
| <b>Self-regulate</b>                                     | The ability to control one’s emotions and/or behaviors.  |
| <b>Seriate</b>   | The ability to arrange items in order along a dimension such as height, length, or weight (e.g., putting pegs in holes shortest to tallest or arranging pictures of three bears in order littlest to biggest, etc.).                               |
| <b>Social stimulation</b>                                | Opportunities that children have to interact and develop relationships with others.  |
| <b>Stamina</b>   | The ability to sustain prolonged physical or mental effort.  |
| <b>Standard measurement vs. Non-standard measurement</b> | <b>Standard measurement</b> – A measure determined by the use of standard units such as inches, feet, pound, cups, etc.<br><b>Non-standard measurement</b> – A measure that is not determined by the use of standard units (e.g., blocks, string). |
| <b>Subitize</b>  | To perceive how many objects are in a group, without counting. For example, recognize at a glance that there are three objects in a group.   |
| <b>Syllable</b>  | A part of a word that contains a vowel or, in spoken language, a vowel sound.  |
| <b>Sympathy</b>  | Acknowledging how another person is feeling and perhaps trying to provide some comfort or assurance to the person.   |
| <b>Temperament</b>                                       | The combination of mental, physical, and emotional traits of a person; a person’s natural predisposition.  |
| <b>Tempo</b>   | Musical term that refers to the measure of how quickly a beat is played. Tempo is measured in beats per minute (bpm).  |
| <b>Tone</b>  | Any sound considered with reference to its quality, pitch, strength, source, etc.  |
| <b>Two-dimensional vs. Three-dimensional shape</b>       | <b>Two-dimensional shape</b> is a flat image of the shape.<br><b>Three-dimensional shape</b> appears to have width and height allows for rotation and depth.   |
| <b>Visual arts</b>                                       | Includes artwork that appeals primarily to the visual sense such as paintings, sculpture, or photography.  |
| <b>Vocalize</b>  | The ability to produce sounds with the voice.  |

