

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: LEARNING APPROACHES			
REFLECTION AND INTERPRETATION			
GOAL 6: CHILDREN CHANGE OR ADAPT THOUGHT PROCESSES, APPLYING PREVIOUSLY LEARNED CONCEPTS AND SKILLS TO NEW SITUATIONS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>First, Second, and Third Grades</p>	<p>Uses complex mental models including observation, hypothesis testing, prediction, estimation, evaluation, and perspective taking to understand and explain how the world works.</p>	<ul style="list-style-type: none"> ▪ Expresses multiple perspectives, including those of others. ▪ Considers the past, present, and future and reason about what might happen. ▪ Increasingly uses rules and conventions to interpret new situations. ▪ Imagines and explains multiple solutions. ▪ Interprets and ascribes intent to others' actions ("He did it on purpose."). ▪ Uses varying sources of information for further understanding. ▪ Considers more than one element while making a decision. ▪ Generalizes learning to new settings and activities. ▪ Usually, independently solves problems using peer negotiation. ▪ Generalizes skills used in previous situations to solve new problems. 	<ul style="list-style-type: none"> ▪ Provide many opportunities for child to explore complex subjects and processes. ▪ Plan activities where children work in groups to predict outcomes, solve problems, and evaluate results. ▪ Help children consider multiple solutions and teach them to document those ideas. ▪ Ask real questions to help children think about hypothesizing, prediction, and evaluation. ▪ Acknowledge child's imagination and abilities by providing props and resources that help them talk about and write about their thoughts. ▪ Help child resolve conflicts with peers, support perspective taking. ▪ Provide opportunities for child to explore different cultures and unfamiliar traditions and events. ▪ Provide opportunities for hands-on experiences activities (e.g. construction, pulleys and levers, measuring instruments, temperature, art mediums, or digital music making). ▪ Document, document, document, so children can revisit and critique their efforts (keep notes from your observations, keep children's art work and writing, and take and post pictures of children's experiments, efforts, and products.).