

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 4: GENERAL KNOWLEDGE

SUB-DOMAIN: MATHEMATICS AND NUMERACY

- Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.
- Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).
- Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.

SUB-DOMAIN: SCIENCE

- Goal 42: Children observe, describe, and collect information by exploring the world around them.
- Goal 43: Children engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.

SUB-DOMAIN: SOCIAL STUDIES

- Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.
- Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).

SUB-DOMAIN: CREATIVE ARTS

- Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.
- Goal 47: Children demonstrate understanding and appreciation of creative arts.

DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: MATHEMATICS AND NUMERACY****NUMBER SENSE AND OPERATIONS****GOAL 39: CHILDREN DEMONSTRATE UNDERSTANDING OF NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS, AND NUMBER SYSTEMS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Compare differences between two or more objects, groups of objects, and quantity of objects.</p>	<ul style="list-style-type: none"> ▪ Matches objects by a single characteristic (e.g. size, color, shape, or quantity; puts all the toy cars together). ▪ Sorts objects by a single characteristic (e.g. size, color, shape, or quantity; puts all of the balls in one basket). ▪ Begins to imitate counting, using number words without one to one correspondence, and without order. ▪ Counts rote, saying number words, though not always in the correct order. ▪ Recognizes that a single object is “one” regardless of size, shape, or other attributes. ▪ Imitates counting rhymes or songs such as Five Little Monkeys. ▪ Recognizes small quantities and assigns number, though not always correctly (e.g. sees two blocks and says, “Two”). ▪ Manipulates sets of up to three items. ▪ Uses words to symbolize quantity and comparisons of quantity (e.g. all, some, none, more). ▪ Recognizes basic common relations (sock and shoe go together). 	<ul style="list-style-type: none"> ▪ Use quantity concepts in everyday routines (e.g. “Would you like one more or two more pieces?”). ▪ Pair objects during daily activities (e.g. one child gets one spoon at the lunch table). ▪ Provide child with math-related toys and objects for matching, sorting, and counting that are representative of their own and other cultural backgrounds. ▪ Model using math in daily activities (e.g. count children who want milk). ▪ Use counting finger-plays, songs, and number rhymes, and repeat them often. ▪ Tell and retell stories, sing songs, and read books with numbers and counting. ▪ Provide opportunities for child to fill and dump containers with objects at the water table and sand table. ▪ Provide opportunities to sort common objects and offer commentary as the child sorts (e.g. sorting laundry: “You put all of the socks in this basket. I’ll fold the shirts.”). ▪ Provide small table blocks and unit blocks for child to play, build, and explore. ▪ Comment on sorting and matching during clean-up (e.g. “Do you want to put the big ones on the shelf, or the little ones?”).

DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: MATHEMATICS AND NUMERACY****MEASUREMENT**

GOAL 40: CHILDREN DEMONSTRATE UNDERSTANDING OF MEASURABLE ATTRIBUTES OF OBJECTS AND THE UNITS, SYSTEMS, AND PROCESSES OF MEASUREMENT (INCLUDING SIZE, VOLUME, HEIGHT, WEIGHT, LENGTH, AREA, AND TIME).

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Orders and sequences objects according to different dimensions.</p>	<ul style="list-style-type: none"> ▪ Uses size words, such as “many,” “big,” and “little,” appropriately. ▪ Fills and empties containers with attention to amounts (with sand, water, blocks, or objects). ▪ Compares the size of various everyday objects (e.g. puts different people’s shoes side by side to see differences). ▪ Identifies objects by a single characteristic such as big or small, heavy or light, and tall or short, with assistance. ▪ Looks at two objects and identifies which one is bigger or smaller. ▪ Explores with simple measuring tools such as measuring cups with water or sand. ▪ Explores change of size and volume by squeezing, patting, and rolling play dough. ▪ Demonstrates comparative behavior by nesting up to five cups. ▪ Orders objects by size, volume, height, weight, and length, with assistance. 	<ul style="list-style-type: none"> ▪ Provide sand and water play; giving child opportunities to pour, fill, scoop, weigh, and dump with a variety of containers. ▪ Use language for comparisons according to size, volume, weight, and height (length) of people, toys, and objects. ▪ Use language about basic shapes: square, circle, rectangle, and triangle (e.g. “Can you bite the corner off of the triangle sandwich?”). ▪ In small groups, offer activities where children learn about different sizes of blocks and objects, then offer opportunity to create simple structures with direction. ▪ In free play time, offer blocks of different sizes, weights, lengths, and such, and observe to see when a child might need a prop or comment to build successfully. ▪ Help child arrange toys or objects from smallest to largest or longest to shortest. ▪ Look at pictures of the child, with the child talking about how s/he is getting bigger. ▪ Provide play dough for children to explore, squish, and manipulate. Encourage rolling and pulling to alter clay to take on different dimensions. ▪ Offer opportunity for children to serve themselves at mealtimes, using individual measuring cups with small amounts of liquid, from which each child can pour into their own glass.

			<ul style="list-style-type: none">▪ Use child sized serving utensils for children to serve solids and beverages at mealtimes, and talk about how much the serving utensil holds.▪ Talk about times of the day (e.g. this morning, after lunch, arrival time, leaving time, lunch time, and diapering time).
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: MATHEMATICS AND NUMERACY****PROPERTIES OF ORDERING**

GOAL 41: CHILDREN DEMONSTRATE UNDERSTANDING OF PATTERNS, RELATIONS, AND FUNCTIONS USED TO ORGANIZE THEIR WORLD AND FACILITATE PROBLEM SOLVING.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Recalls and anticipates familiar sequences of events and objects and uses this to predict and respond to events.</p>	<ul style="list-style-type: none"> ▪ Recognizes patterns in objects and events. ▪ Uses simple patterns in putting objects in order. ▪ Uses simple sequences such as socks, then shoes. ▪ Repeats actions in sequence such as sequential finger-plays. ▪ Explores matching and sequencing in games and with toys (e.g. the round block goes in the round hole, and the square block in the square hole, then we dump all of them out and start again.). ▪ Follows sequences for routines (e.g. diaper change, pajamas, brush teeth, get a drink of water, rocking chair and book, and then bed). ▪ Groups objects on the basis of visual characteristics (shape or color) or themes (functional uses such as items for scooping). ▪ Uses everyday objects that go together (e.g. shoe/sock, pencil/paper, spoon/plate). ▪ Matches simple two-dimensional shapes in form board and puzzles (circles, squares, triangles). ▪ Identifies two geometric shapes (circle, square). ▪ Sings familiar songs and clapping or marching. 	<ul style="list-style-type: none"> ▪ Point out where groups of objects belong in their surroundings (coats are hung up on coat racks or cubbies; paint is located in the art area). Talk often about how things go together. ▪ Offer verbal assistance to help children sort objects and make common relationships (e.g. "Where do we keep the scissors?" or "There, your diaper is on. What else should we put on your body?"). ▪ Provide opportunities for child to notice and describe patterns in nature (patterns in rocks, the sky, leaves, or shells). ▪ Use shapes and sequence words in daily life (e.g. "Let's cut the cornbread into squares. First we cut a line here, and then let's cut across that line.>"). ▪ Identify the features of shapes when child plays with them. ▪ Point out and talk about shapes during daily activities (e.g. "Where do you see circles?"). ▪ Provide play and art materials that have different visual attributes (thin circles, red squares, and small triangles). ▪ Demonstrate, explain, and engage child in activities that identify culturally-specific patterning in artwork or objects. ▪ Provide opportunities to help with food preparation, following a specified pattern/sequence. ▪ Play games with pattern/sequences/actions (Five Little Monkeys, Going on a Bear Hunt).

			<ul style="list-style-type: none">▪ Offer vocabulary that supports child's curiosity (e.g. "What do we use scissors for?" "Do all of these rocks fit in the bucket?" "Will the block sink in the water?").
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: SCIENCE****SCIENTIFIC INQUIRY****GOAL 42: CHILDREN OBSERVE, DESCRIBE, AND COLLECT INFORMATION BY EXPLORING THE WORLD AROUND THEM.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Describes observable characteristics of objects, people, and events.	<ul style="list-style-type: none"> ▪ With continued exposure to the same toys and objects, explores novel and multiple ways of using the materials. ▪ Expands on choices for outdoor play. ▪ Plays with, explores, and experiments with water, sand, and mud. ▪ Notices, understands, and expresses personal wants, needs, and preferences. ▪ Demonstrates curiosity about the natural environment and identifies and labels the Earth's materials. ▪ Gathers, groups, and labels natural materials. ▪ Uses varying sensory exploration of objects to see similarities and differences. ▪ Has a repertoire of single words to name and describe natural phenomenon and objects (e.g. rain, sunny, muddy, hot, bird). ▪ Explores and investigates physical properties of living and nonliving things. ▪ Shows understanding of object permanence; looking for people and objects that have disappeared. 	<ul style="list-style-type: none"> ▪ Encourage child to explore new and unfamiliar toys and objects to find multiple ways for using them. ▪ Provide child daily with varied opportunities to explore, describe, and discuss the similarities and differences observed with natural objects and phenomenon. ▪ Talk about tastes, textures, temperature, and smells of food during meals. ▪ Provide child with varied opportunities to play, explore, and experiment with water, sand, and mud; and offer words to label what happens as they use funnels, tubes, containers, and utensils. ▪ Provide child with child-safe bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry baskets, straws), and offer words that describe the bubbles that each item makes. ▪ Support, encourage, and guide child's observations and explorations by discussing and asking questions about their findings without predetermined outcomes or expectations. ▪ Provide opportunities to label and describe Earth's materials while on nature walks. ▪ Provide opportunities to explore and investigate physical properties of living and nonliving things. ▪ Offer uninterrupted time for children to investigate and play with items in the natural environment.

			<ul style="list-style-type: none">▪ Have extra clothes and hand washing materials close by where children can engage in "messy" play without undue stress.
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: SCIENCE****SCIENTIFIC INQUIRY—THINKING, ASKING, ACTING, AND SOLVING PROBLEMS**

GOAL 43: CHILDREN ENGAGE IN EXPLORING AND MAKING SENSE OF THE NATURAL WORLD BY ASKING QUESTIONS AND MAKING PREDICTIONS ABOUT CAUSE AND EFFECT RELATIONS THAT CAN LEAD TO GENERALIZATIONS.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Varies actions to see what happens as a result (cause and effect).</p>	<ul style="list-style-type: none"> ▪ Uses senses and trial and error to solve problems. ▪ Repeats to see if results are the same. May look to caregiver for reaction or explanation. ▪ Intentionally uses a series of actions, an object, or a caregiver to reach a goal or outcome. ▪ Imitates and begins to vary a caregiver's action(s) to solve a problem. ▪ Uses trial and error to find possible solutions to a problem (moving a puzzle piece around to find the right place). ▪ Creates and uses simple tools to solve problems or test a reaction (e.g. sticks, shovel, bucket, or hammer). ▪ Initiates action/reaction scenarios (e.g. throwing rocks in a pond, stomping in a puddle). 	<ul style="list-style-type: none"> ▪ Create an environment that inspires child to have ideas and figure out how to do something (e.g. provide open-ended materials, combinations of materials, and easy access to a variety of props and materials). ▪ Provide toys and surfaces where children push, pull, and transport objects. ▪ Encourage child to try out ideas, make mistakes, and develop contradictions. Talk about what happens. ▪ Encourage child to explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) according to observable similarities and differences. ▪ Actively promote development of scientific reasoning by providing safe environments and responsive materials to explore, such as play dough, mud, sand, and water. ▪ Plan outdoor environments and experiences that stimulate experimentation and questions. ▪ Promote development of reasoning and problem-solving skills by making available problem-solving opportunities to observe, experience, and explore using a variety of materials that further encourage experimentation with possible solutions. ▪ Provide toys and materials that can be used in different ways to encourage intentional problem solving and exploration.

			<ul style="list-style-type: none"> ▪ Provide safe cooking experiences (e.g. stirring ingredients in a bowl, cutting a slice of cheese with a plastic or safe knife “cut some bites of cheese—how big is a bite?”). ▪ Add simple experiments to activities (e.g. during food preparation, ask: “What happens when you squeeze the empty egg shell in your hand?”). ▪ Refrain from intervening too quickly as child explores problem-solving experiences, and discuss and experiment with solutions and the results of their experiments. ▪ Wait for child to gesture, motion, or verbalize a request for help or assistance. ▪ Acknowledge, encourage, and support explorations and attempts at problem-solving and new learning. ▪ Emphasize freedom to explore learning and problem-solving opportunities rather than providing or emphasizing predetermined solutions or outcomes. ▪ Ask questions such as “What do you think the ball will do when you drop it?”
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DOMAIN 4: GENERAL KNOWLEDGE

SUB-DOMAIN: SOCIAL STUDIES

Social studies are defined as the integrated study of the social sciences. The social studies curriculum draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, sociology, and world affairs (Idaho State Department of Education Social Studies Position Statement, 2010-2016).

Children learn about society, government, and civic behavior through personal experiences as a family member, as a classroom member, and as a member of the community in which they live. Children start to learn about democracy by having many opportunities to live, work, and resolve problems with others. Early childhood experiences help children understand and respect their own history, how people are similar and different from each other, and how people in communities help each other.

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SOCIAL STUDIES			
SOCIAL STUDIES			
GOAL 44: CHILDREN DIFFERENTIATE BETWEEN PEOPLE, PLACES, ACTIVITIES, AND EVENTS IN THE PAST AND PRESENT THAT RELATE TO SELF, GROUP IDENTITY, AND A SENSE OF THEIR COMMUNITY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Intentionally selects and participates in daily activities and routines reflecting cultural traditions and values with adults and peers.	<ul style="list-style-type: none"> ▪ Begins to recognize and associate differing environments, activities, and routines with people and group membership. ▪ Points to, identifies, and describes self and others. ▪ Begins to make predictions about what may happen, and connects new experiences to past experiences (e.g. a parent goes to work and later returns home). ▪ Shows recognition of simple sequence in events (e.g. naptime is after lunch). 	<ul style="list-style-type: none"> ▪ Call children by name. ▪ Teach children each other's names, and teach them to call each other by name, and to look at each other as they make comments or requests. ▪ Communicate frequently with parents to share activities that occur at home and school. ▪ Talk to and listen respectfully to each child. ▪ Model respect for diversity. ▪ Intentionally prepare yourself to use both child's home

		<ul style="list-style-type: none"> ▪ Actively selects and participates in activities and routines with peers and adults. ▪ Locates items in the environment (e.g. outdoor shoes are kept in cubbies; dishes are stored in the kitchen). ▪ Maintains trusting relationships with caregivers and begins developing trusting relationships with peers. ▪ Actively selects and engages in pretend play with familiar activities and routines such as cooking, cleaning, and caring for a baby or yard work. ▪ Follows some daily routines (e.g. gets shoes to signal to go outside). ▪ Recognizes that an event is beginning and ending. ▪ Recalls information about the immediate past. ▪ Identifies desired items in stores, restaurants, school, or at a relative's home. ▪ Begins to develop sense of self in relation to the environment (e.g. recognizes house as "my home," building as "my school"). ▪ Takes on familiar roles with objects and toys (e.g. pushing doll stroller as a grocery cart, feeding doll with toy bottle, talking on the phone, playing flower girl at a wedding). 	<p>language and the language used at school.</p> <ul style="list-style-type: none"> ▪ Provide child with opportunities to explore, identify, and discuss self and familiar others using photos, mirrors, photos, and video. ▪ Encourage child to recognize and discuss similarities and differences among children and adults (hair color, gender). ▪ Encourage child to identify and describe photos and illustrations of children and adults from different regions, countries, or cultures. ▪ Read books and offer questions and comments for child to point to and describe photos and illustrations of children and adults from a variety of backgrounds, cultures, ethnicity, and geography. ▪ Sing songs and finger plays in both the child's home language and in the common language of the classroom. ▪ Arrange the room, space, and materials/toys so that two or more children (including those with special health concerns/needs) can play alongside each other and interact through play. ▪ Provide space, time, and materials from the home culture for each child to select and use in imitating actions, simple roles, and in pretend play. ▪ Provide opportunities for children to play beside each other and interact with others during pretend play (e.g. each child at a small group time table with their own doll and tub for washing). ▪ Provide labeled space with child's printed name and current photo where child's possessions are kept and encourage child to actively retrieve and store personal items. ▪ Demonstrate and encourage child to actively select and participate in finger-plays and sing songs from the child's home language or culture. ▪ Display or make a class book of children's family photos and encourage children to point to and name family members. ▪ Make a class book of students' photos for children to name and describe.
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DOMAIN 4: GENERAL KNOWLEDGE

SUB-DOMAIN: SOCIAL STUDIES

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DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SOCIAL STUDIES			
SOCIAL STUDIES			
GOAL 45: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF INDIVIDUAL FAIRNESS, GROUP RIGHTS, AND RESPONSIBILITIES (DEMOCRATIC IDEALS) FOR MEMBERSHIP AND PARTICIPATION IN GROUP ACTIVITIES (SUCCESSFUL CITIZENSHIP).			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	With adult assistance, regulates self-behavior to participate in groups with familiar people, objects, and play.	<ul style="list-style-type: none"> ▪ Actively seeks assistance by approaching adults and using words to express emotions and needs. ▪ Comforts self, as needed, using familiar objects. ▪ Responds to others' expressed emotions in more complex ways (comforting another child). ▪ May claim toys as "mine" but can give another child a turn when finished, with adult support. ▪ Begins to participate as a group member of a family or classroom community (helps clean up, helps 	<ul style="list-style-type: none"> ▪ Provide a consistent, predictable, caring, responsive environment. ▪ Talk to and listen respectfully to all children. ▪ Model respect for diversity. ▪ Respond promptly to requests for assistance. ▪ Encourage expression, recognition, and response to others' emotions in socially and culturally appropriate ways. ▪ Establish, discuss, remind, and follow through on simple

		<p>prepare snack).</p> <ul style="list-style-type: none"> ▪ Increases awareness of physical/spatial boundaries (must stay in nursery room; sit at table to eat snack). ▪ Helps with family, school, and community routines, with adult encouragement and assistance. ▪ May engage in pretend "house" play helping with cleaning, cooking, mowing, or painting. ▪ May show interest in community or neighborhood routines (garbage truck, mail truck, lawn mowing, street sweeper) and props such as hats or jackets. 	<p>rules and limits.</p> <ul style="list-style-type: none"> ▪ Allow a child to have their full "turn" before giving the desired toy to another child. A special individual transitional object ("lovey, Blankie") does not have to be shared. ▪ Encourage conflict resolution through active listening and short descriptions ("That's pushing. Does Maddie look hurt?"). ▪ Help to ensure that child's messages are understood by others. ▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls, dress-ups, and hats) that reflect home, family, community, and the world. ▪ Provide opportunities for child to assist and help with daily routines (clearing their space at the table, pouring milk, wiping the table, or sweeping the floor).
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DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: CREATIVE ARTS			
EXPRESSION AND REPRESENTATION			
GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Uses singing, drawing/painting, and movement to express self and to find meaning in experiences.	<ul style="list-style-type: none"> ▪ Uses a variety of materials for tactile experience and exploration (paint, glue, 3-dimensional materials, musical instruments, dance). ▪ Participates in messy play activities such as painting, water-play, and building sand structures, without undue stress. ▪ Chooses artistic activities some of the time when offered. ▪ Explores various ways of moving with or without music. ▪ Explores simple songs using voice and/or instruments. ▪ Makes up songs and uses the voice as the primary instrument. ▪ Engages in pretend play with hats, clothing props, shoes, purses, and other props. ▪ Seeks out picture books; especially with photographs of familiar objects or places. ▪ Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. ▪ Uses objects for more than one purpose (e.g. big hat used for a baby carrier). 	<ul style="list-style-type: none"> ▪ Show appreciation of the child's art by commenting on children's efforts. ▪ Take pictures and videos of children's efforts and let them watch them. ▪ Model appreciation of art made by people outside the classroom or family. ▪ When children create art, and you want to be sure their names are on the art, respect the child's thoughts about where to write their names or narration (e.g. front or back, top or bottom, big or little, child writes letters or teacher writes the letters). ▪ Exhibit child's artwork at the children's eye level and in places where the child can view their efforts. ▪ Show value of art efforts by assuring that creative arts are represented in everyday plans and schedules. ▪ Introduce child to a variety of creative arts and materials and encourage open-ended exploration. ▪ Provide opportunities to finger paint and paint with brushes at tables. ▪ Provide opportunities to paint with a large brush and one or two colors at a low easel. ▪ Provide a variety of live and recorded music. ▪ Engage the child in the use of simple musical instruments (e.g. rhythm sticks, drums, and tambourine). ▪ Display local and classic art forms from child's cultural background.

			<ul style="list-style-type: none"> ▪ Provide puppets and suggested story lines for children to mimic and create. ▪ Teach children to “piggy back” new songs on tunes they already know (“Twinkle, Twinkle” tune with words that describe sweeping the floor). ▪ Offer dress-up clothing in an open box without a lid so that children can create roles and scenarios. ▪ Offer props to encourage replaying dramas, career play, family scenarios, and community events. ▪ Provide creative movement experiences that are structured and unstructured, including toys and materials such as scarves and musical instruments (dancing, animal fantasy, recalling and expanding favorite stories and routines, and finger plays). ▪ Provide access to easy clean-up for those children so that issues with “messy” play are easier to dispel.
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: CREATIVE ARTS****UNDERSTANDING AND APPRECIATION****GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Explores tools and materials to create with light, color, image, music, movement, and textures.	<ul style="list-style-type: none"> ▪ Observes and responds to artwork produced by other individuals and/or cultures. ▪ Imitates others' movements after participating in or watching them perform games, dances, or songs. ▪ Exhibits interest when watching music, dance, or theatre performances by other individuals. ▪ Identifies favorite storybook characters. ▪ May show interest and work with different art materials like play dough, crayons, markers, scissors, pens, paper, notebooks, and book making. 	<ul style="list-style-type: none"> ▪ Engage child in daily musical activities, games, instruments, singing, and books. ▪ Maintain the classroom with eye appealing displays of beautiful pictures, items from nature, and works of art. ▪ Offer natural items for exploration and creation and decomposing (e.g. leaves, rocks, bark, shells, grasses, fruits and vegetables, and various soils). ▪ Display the work of artists through prints, posters, paintings, and books from child's own and other cultural backgrounds. ▪ Display children's artwork at their eye level. ▪ Provide multiple opportunities for child to listen to music of all cultures and styles. ▪ Provide multiple opportunities for child to dance and move to music of many cultures. ▪ Provide opportunities for child to work with and explore art materials such as natural materials, art materials such as paint, clay, and glue, and open-ended materials such as paper cups, sponges, and collage items.