

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
6 to 18 Months	Manipulate objects with a variety of attributes and quantities.	<ul style="list-style-type: none"> ▪ Notices characteristics of objects (e.g. size, color, shape, or quantity). ▪ Use all senses to manipulate objects and people (e.g. selects objects to taste, touch, smell, and listen to sounds). ▪ Drops objects; then looks for the object. ▪ Begins to use symbols, signs, and utterances to show “more” and “all gone.” ▪ Fills and dumps containers with objects. ▪ Searches for objects that are out of sight. ▪ Shows interest in real-life mathematical concepts (e.g. matching objects, lining up objects, enjoying books with numbers and counting). 	<ul style="list-style-type: none"> ▪ Engage child in activities that show “more.” ▪ Provide toys and objects that have a variety of sensory attributes. ▪ Use number words to label items in daily routines (e.g. counting shoes, toes, or food). ▪ Use counting finger-plays, songs, and number rhymes. ▪ Provide opportunities for child to fill and dump containers with objects. ▪ Tell stories and read books with number words and counting. ▪ Provide number/numeral materials in child’s environment (e.g. posters and pictures that include numerals or blocks with numerals on them). ▪ Read books that have themes such as big and little, more, all gone, and counting. ▪ Sing songs that introduce numbers and encourage the child to sing some of the song (e.g. 3 little ducks, 3 little monkeys). ▪ Describe the groups/arrangements of objects that the child places together (e.g. “I see you put more blocks over here.”). ▪ Hide objects to be found.

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>6 to 18 Months</p>	<p>Investigates environments to compare spatial relationships among objects.</p>	<ul style="list-style-type: none"> ▪ Increases awareness of body space in relation to people and objects. ▪ Intentionally passes objects from hand to hand. ▪ Moves one object to gain access to another object. ▪ With assistance, matches a few objects by simple size attributes (big, little). ▪ Fills and empties containers with objects, sometimes filling and emptying when full, but typically simply putting items in containers and then emptying without concern for amount. ▪ Looks under a blanket or pillow to find a toy that child has seen adult “hide” there. ▪ Nests two to three objects, such as cups or blocks, though not always sequentially. ▪ Takes objects apart and attempts to put them together. ▪ Moves wheeled toys around furniture or large objects. 	<ul style="list-style-type: none"> ▪ Provide defined areas that allow for spatial movement activities. ▪ Offer a variety of materials that are different sizes, volume, height, weight, and lengths. ▪ Provide containers of various sizes and shapes to fill and empty with toys and objects. ▪ Help children begin to understand volume (filling, emptying) by offering water and sand play often. ▪ Play hiding and find games (e.g. Peek-a-boo). ▪ Model language for making comparisons such as more, less, or same and encourage child to make comparisons. ▪ Provide safe, simple, and multi-part toys such as snap-together blocks and simple puzzles. ▪ Comment on items and activities using vocabulary for size, volume, weight, and length (e.g. “Please hand me the big truck,” or, “Let’s go sit on the long rug,” or “My, that is a heavy block you are moving.”). ▪ During daily care routines, talk about measurement concepts using everyday activities and language such as tiny and big, more, less, colder, raining harder, all gone, or lots of cereal in the bowl. ▪ To show the passage of time, use familiar events and “what comes next” or “what comes after” language (e.g. “After we eat snack, your mommy will come to take you

			home," or "When you wake up from your nap, we will go outside.").Then follow through. Remind the child..."You took a nap, and now it is time to go outside," or "We had snack, and now I see your mommy coming in to get you."
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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>6 to 18 Months</p>	<p>Notices and responds to patterns in daily routines.</p>	<ul style="list-style-type: none"> ▪ Shows anticipation of familiar sequences of events in daily routines. ▪ Reaches for utensils, cups, or bottles when food is placed in front of them. ▪ Matches a few objects by color, shape, or size, with assistance. ▪ Matches simple two-dimensional shapes in form board and puzzles. ▪ Uses clothing for dressing, putting on hats, attempting to put on shoes or coats, and undressing self. ▪ Claps, moves to musical rhythms. ▪ Manipulates known household and classroom items (e.g. picks up toy cup and pretends to drink). 	<ul style="list-style-type: none"> ▪ Describe and discuss patterns occurring in daily events and familiar objects (e.g. actions used to make toys open or close, such as when a jack-in-the-box pops up). ▪ Tell and ask the child to tell, “What comes next? What happens next?” or “What do we do next?” during daily or familiar activities and routines such as getting dressed or brushing teeth. ▪ Sing songs, use finger-plays, and read books with repeated action patterns, familiar objects, colors, and shapes; asking the child to help describe similarities and differences. ▪ Offer the names of objects, shapes, and colors found in the child’s environment. Use those words throughout the day, beginning with naming specific items, then, show that the same word can be used for another object (e.g. the red rattle and then the red coat.). ▪ Provide opportunities for the child to sort and classify familiar objects in meaningful ways (e.g. “Get your shoe from the cubby. Now, get your other shoe that is the same as that one.”).

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
<p>6 to 18 Months</p>	<p>Observes events, actions, objects and people. Responds non-verbally and with one word responses to comments and reactions of others, and shows preferences for people, events, actions, and objects.</p>	<ul style="list-style-type: none"> ▪ Focuses on familiar and unfamiliar faces, familiar and novel objects in different environmental settings (including plants and animals), and events. ▪ Notices and begins to express individual wants and preferences. ▪ After repeated exposure to the same toys and objects, explores novel ways of using the materials. ▪ Integrates simultaneous use of more than one sense (e.g. uses sight, touch, and hearing by looking at and shaking a toy to hear its sound). ▪ Notices and uses sounds or one word to label objects and events in the environment. ▪ Seeks indoor and outdoor environments for play and exploration. ▪ Explores natural objects such as water, leaves, rocks, sand, mud, sun, rain, and clouds. ▪ Explores living things using multiple senses (e.g. scent of flower, rough texture of tree bark). ▪ With assistance, shows awareness of object permanence. 	<ul style="list-style-type: none"> ▪ Provide space, time, and materials for child to explore (e.g. place child on floor with open-ended toys such as blocks, containers, pots and pans, sand, mud, and water). ▪ Provide sensory materials for child to explore (e.g. water, foods with varying textures, ice cubes, and pudding on a tray). ▪ Safeguard the environment; maximizing freedom for exploration indoors and outdoors. ▪ Respect child's explorations without predetermined outcomes or expectations. ▪ Talk about what the child is experiencing (e.g. "There is bright sunshine on your face."). ▪ Model language that is both labeling and descriptive to encourage children to give names to observable natural events ("Leaves!" "Falling leaves."). ▪ Support and encourage child's words and sounds for exploring items and situations by smiling, nodding, and repeating the child's words. ▪ Read a variety of picture books with real-life photos or drawn/painted illustrations of familiar and unfamiliar living and nonliving things, and encourage child to point to and describe. ▪ Provide opportunities to play jointly with caregivers, other children, and objects.

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SCIENCE			
SCIENTIFIC INQUIRY—THINKING, ASKING, ACTING, AND SOLVING PROBLEMS			
GOAL 43: CHILDREN FURTHER 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
6 to 18 Months	Explores cause and effect relations through observation and trial and error.	<ul style="list-style-type: none"> ▪ Uses senses to initiate trial and error problem solving. ▪ Attempts to repeat cause and effect events (e.g. pushing bowl off highchair tray). ▪ Drops objects; then looks to see where the object lands. ▪ Fills and dumps containers with objects. ▪ Observes and uses single word descriptions to explain and predict outcomes and phenomenon. ▪ Looks for other's responses when surprised by events that do not follow expected sequences. ▪ With increased motor skills, actively pursues an object that disappears in an unusual location displaying object permanence. ▪ Solves simple problems using a series of actions, an object, or a caregiver to reach a goal (e.g. pulling a string to reach an attached toy). ▪ Imitates a caregiver's action(s) to solve a problem. ▪ Demonstrates persistence when trying to solve a problem (e.g. fitting a puzzle piece in a space). 	<ul style="list-style-type: none"> ▪ Create an environment that inspires child to have ideas and figure out how to do something to cause a reaction (e.g. stacking blocks and knocking them over). ▪ Encourage child to try out ideas, make mistakes, and develop contradictions. ▪ With supervision, offer materials for child to explore, compare, and describe (e.g. leaves, water, snow, and food items). ▪ Intentionally promote development of scientific reasoning by providing responsive materials to explore. ▪ Promote reasoning and problem-solving skills by making time for children to observe, experience, and label a variety of materials. ▪ Each day, provide containers, scoops, sponges, funnels, shovels, and such for water and other sensory play at a sensory table. ▪ Refrain from intervening too quickly as child explores problem-solving experiences and help point out, describe, and discuss the results of child's actions. ▪ Wait for child to gesture, motion, or verbally signal for help or assistance. ▪ Acknowledge, encourage, and support explorations and attempts at problem-solving. ▪ Offer environments where children are safe and free to explore learning and solve problems independently. This means adults are attentive to the child's actions, but do not interfere with their play, rather they

			<p>intervene when the child shows frustration.</p> <ul style="list-style-type: none"> ▪ Resist offering your own solutions until the child has time to explore and try out solutions. ▪ Allow and encourage repetitive activities such as dropping and picking up objects. ▪ Model problem-solving behaviors that are developmentally within child's ability to imitate. ▪ Talk with child about natural objects and everyday events (how does food smell, taste, or feel.).
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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
6 to 18 Months	Engages and responds to familiar people, places, activities, and events in their family, program, community, and culture.	<ul style="list-style-type: none"> ▪ Recognizes and responds to familiar people, places, activities, and events (e.g. runs to mother for comfort; reaches out for favorite toy). ▪ Shows awareness of self and body image (e.g. looks at and smiles at self-image in mirrors, or seeks to hold objects used for everyday routines). ▪ Anticipates and expresses interest in response to a familiar setting, group, or routines with trusted primary caregivers. ▪ Demonstrates expectations for familiar sequence of 	<ul style="list-style-type: none"> ▪ Match activities that address each child's needs and backgrounds with classroom activities that respect and reflect each child's home environment. ▪ Talk to and listen respectfully to all children. ▪ Model respect for diversity. ▪ Help children explore their unique characteristics in relation to others through touch, photographs, mirrors, textures, visual media, and sound recordings. ▪ Encourage child to point as an adult describes physical

		<p>events in daily routines.</p> <ul style="list-style-type: none"> ▪ Responds to and begins to participate in familiar activities (songs and stories) from the home culture. ▪ Shows preference for primary caregivers and family members. ▪ Observes others and imitates their actions and play themes. ▪ Engages in mostly solitary play style. ▪ Begins to engage in parallel play style with other children. ▪ Can locate common items used in daily functions in the household or child care program. ▪ Shows response as people come and go in the immediate environment (e.g. waving bye-bye or hello, crying if a favored person leaves, or reaching toward a returning parent). ▪ Explores familiar environments including home and child care. ▪ Observes and imitates people's use of common technological devices or household tools. ▪ Shows interest in daily community routines (e.g. lawn mowers, road construction, garbage trucks, or wait staff in restaurants). 	<p>similarities and differences among familiar children and adults during daily activities and routines (e.g. Charlie has a hat on and Pete has a hat on. Baby Carl is getting some new hair. Miss Johnson has lots of hair on her head. Sam wears soft shoes, and Bess has on sandals.).</p> <ul style="list-style-type: none"> ▪ Show books and point to photos and illustrations of children and adults from different regions, cultures, or countries. ▪ Provide ongoing opportunities for child to observe and interact with other children and caregivers in familiar settings. ▪ Arrange the room, space, and materials/toys so that two or more children (including those with special health concerns or special learning needs) can play alongside each other and to interact and share the toys/materials. ▪ Provide space, time, and materials from the home culture for each child to use in imitating actions, simple roles, and in pretend play. ▪ Interact with children in pretend play. ▪ Provide labeled space with child's printed name and current photo where child's possessions are kept and demonstrate how child can retrieve and store personal items. ▪ Demonstrate and encourage child to participate in finger-plays and sing songs from the child's home language or culture by two-way sharing with parents to know activities at home and activities at school. ▪ Display child's family photos and encourage child to point to and name family members.
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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
6 to 18 Months	Shows awareness of emotions for self and others.	<ul style="list-style-type: none"> ▪ Indicates the need for assistance (crying, using words, or gesturing) to adults and caregivers. ▪ Comforts self by sucking, stroking, or hugging familiar objects. ▪ Responds to emotions expressed by others (crying when others cry). ▪ Follows simple directions or requests made by adults or children. ▪ Looks to caregivers for assistance and guidance. 	<ul style="list-style-type: none"> ▪ Provide a consistent, predictable, caring, and responsive environment. ▪ Talk to and listen respectfully to all children by giving them undivided and sustained attention and eye contact. ▪ Provide wait time to make sure children have time to think about their responses, as you wait for an answer or comment when you and the child are in a give and take conversation. ▪ Direct children's attention to children who are laughing or crying or showing emotion and explain why that child

		<p>when needed.</p> <ul style="list-style-type: none"> ▪ Shows awareness of boundaries for people, objects, activities, and settings (e.g. sits in car seat, chooses preferred adult over unfamiliar adult, or resists biting when breastfeeding). ▪ Claims objects, toys, and people with verbal or non-verbal indicators (e.g. "mine!" or grabbing). ▪ Uses basic, simple self-help skills for feeding and undressing themselves. ▪ Shows interest in doing household and classroom chores such as clearing their spot at mealtime, wiping down a table, picking up toys, or pulling clothes from a laundry basket. 	<p>is having that reaction (e.g. "Look how happy Kim is. He is enjoying his cheerios." "Misty is crying because she wanted to go with her brother. He will be back later.").</p> <ul style="list-style-type: none"> ▪ Model respect for diversity. ▪ Respond promptly to needs. ▪ Encourage expression of emotions in socially and culturally appropriate ways. ▪ Set, discuss, remind, and follow through on simple rules and limits. ▪ Play turn-taking games with a child (rolling a ball or looking at a picture) individually and in small groups of two or three. ▪ Provide multiples of popular or novel toys so children can have time with the toy and to take turns with the toy, rather than having to share the item. ▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world. ▪ Provide child-sized household items for child to play and work with (cleaning cloths, brooms, kitchens items, garden tools).
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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
6 to 18 Months	Actively seeks out visual, auditory, and tactile stimulation through kinesthetic and sensory exploration.	<ul style="list-style-type: none"> ▪ Explores sounds by making changes in pitch and loudness. ▪ Mimics sounds, including people, animals, insects, and environmental sounds such as “Boom!” ▪ Responds to and initiates experiments with a variety of sound sources such as rattles, bells, or clapping. ▪ Uses a variety of movements (hand, feet, full body, and head) to express self. ▪ Dances or moves to rhythms. ▪ Imitates actions of a person, animal, or object. ▪ Uses a variety of art materials (finger paint, markers, crayons). ▪ Shows preferences for colors, textures, shapes, and sizes. ▪ Tries on clothing, hats, shoes, and simple costumes for play, dancing, or simply for the sake of trying on the item. ▪ Recognizes self in mirror, intentionally moving to the reflection. 	<ul style="list-style-type: none"> ▪ Sing and move rhythmically while holding child. ▪ Offer a variety of music for children to hear and to move to. ▪ Provide real instruments that are safe for children to touch. ▪ Provide safe rattles and other toys that make sounds that are responsive to a child’s touch. ▪ Provide creative movement activities such as free dance, marching, chanting, imitating animals, recreating actions from favorite stories, and reciting finger plays. ▪ If you expect toddlers to sing along or do a particular movement, slow the beat of the rhythm, or sing the verses slowly so the child can participate. ▪ Provide open ended toys that foster creativity that can be multi-purpose (blocks, scarves, dress-up clothing that represents more than one theme). ▪ Provide simple choices of art medium for exploration (e.g. washable paint, large washable markers, pudding paints). ▪ Engage the child in experiments with safe materials such as small amounts of water, colored paper, crayons, markers, flannel, and natural materials such as grass, snow, or safe food items (watch for choking hazards).

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
6 to 18 Months	Responds to visual, auditory, and tactile stimulation with kinesthetic and sensory exploration.	<ul style="list-style-type: none"> ▪ Explores pictures, books, or structures that represent dance, music, theatre, and visual arts. ▪ Moves to rhythms and songs. ▪ Seeks repetition of familiar songs and rhythmic patterns. ▪ Responds to changing light, colors, patterns, and textures. ▪ Shows interest in tactile experiences that include sand, water, mud, varying temperatures, soft or hard surfaces, and textured surfaces and objects. ▪ Shows interest in art materials (e.g. crayons, markers, pens, paints, paper, notebooks). 	<ul style="list-style-type: none"> ▪ Provide an intentionally planned aesthetic environment. ▪ Expose child to music from a variety of cultures and styles (jazz, rock, bluegrass, world beat, Latin, classical). ▪ Take exploration walks and take time to point out and examine shapes, color, and light in the immediate environment. Plan plenty of time for children to look and touch. ▪ Comment aloud when you see interesting colors, pictures, or a stimulating view. ▪ Provide low intensity flashlights in a darkened room for children to see the interplay of light. ▪ Provide a variety of cultural images within the child's environment. ▪ Model and hold children as you dance and move with the child. ▪ Provide daily opportunities for child to work with and explore art materials, including materials from nature and traditional art materials. ▪ Offer time and opportunity for children to simply explore art medium without expectation of a finished, discernible picture.