

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

SUB-DOMAIN: LEARNING APPROACHES

- Goal 1: Children show curiosity and interest in learning and experimenting.
- Goal 2: Children generate/create new ideas, approaches, and activities in daily routines.
- Goal 3: Children are confident to initiate and complete activities using a variety of approaches.
- Goal 4: Children demonstrate persistence and sustain attention when faced with challenges or frustration.
- Goal 5: Children develop and carry out plans.
- Goal 6: Children change or adapt thought processes, applying previously learned concepts and skills to new situations.
- Goal 7: Children interact, understand, and view the world influenced by temperament.

SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES

- Goal 8: Children demonstrate awareness of cause and effect relationships.
- Goal 9: Children use prior relationships, experiences, and knowledge to build foundational memory.
- Goal 10: Children imitate behaviors that they have observed.
- Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.
- Goal 12: Children use conjecture, hypothesizing, and guessing.
- Goal 13: Children build knowledge using comparison, contrasts, examination, and evaluation.
- Goal 14: Children participate in exploratory play.
- Goal 15: Children participate in pretend or symbolic play.
- Goal 16: Children represent experiences and thought through symbolic representation including play, movement, arts, numeracy, and literacy.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: LEARNING APPROACHES			
CURIOSITY, MOTIVATION, EXPLORATION, AND EXPERIMENTATION			
GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Begins to show logic in thinking about complex information, and about people, objects, and actions.	<ul style="list-style-type: none"> ▪ Talks about new events and occurrences. ▪ Asks questions about changes in their world. ▪ Uses same and different to explain phenomenon. ▪ Shows enthusiasm for field trips and other outings to new places. ▪ Looks for new information, with assistance, and wants to know more about personal interests. ▪ Uses available tools to explore (books, technology, and people). ▪ Uses multiple strategies to explore a new situation or object. ▪ Looks to others when trying to explain illogical outcomes. ▪ Uses vocabulary and gestures to indicate measurable attributes (e.g. "I need a big triangle, not the little one."). ▪ Uses a variety of groupings when classifying. 	<ul style="list-style-type: none"> ▪ Offer a variety of resources for gathering information to build on child's interests (books, videos, field trips, technology). ▪ Provide child with opportunities to use resources to answer questions (if a child wonders about dinosaurs, find a dinosaur book at the library, search a child-appropriate website together). ▪ Use child's previous experiences and knowledge as a springboard to experimentation and exploration (e.g. "Remember when we made play dough and we put green coloring in it? What colors should we use this time? What would happen if we mix colors?"). ▪ Use personal family and local community experiences to support child's new learning (e.g. child uses sled to play outside in the snow; what does a child use to play in the ocean?"). ▪ Provide opportunities for children to observe and listen to adult and child-to-child conversations about why, who, what, where, and when. ▪ Offer dolls, costumes, pictures, puppet theatres, and open ended story boards to encourage child to create make-believe stories. ▪ Offer ample opportunity for dramatic play where the child is free to try out roles and activities. ▪ Offer props, time, and a variety of settings for experimenting with art and music.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: LEARNING APPROACHES****CREATIVITY AND INVENTIVENESS****GOAL 2: CHILDREN GENERATE/CREATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Uses elaborate strategies, and cooperation with others in creative expression.	<ul style="list-style-type: none"> ▪ Approaches tasks and experiences with increased flexibility, imagination, and inventiveness. ▪ Combines activities, materials, and equipment in new ways. Creates unique products (e.g. uses unique approach in block structures or paintings). ▪ Listens to and expands suggestions from peers or adults. ▪ Makes changes to a familiar story by adding actions or characters. ▪ Represents reality in a variety of ways (pretend play, drawing, making up songs, or making rhymes). ▪ Makes suggestions for classroom routines and daily activities. 	<ul style="list-style-type: none"> ▪ Play make-believe games with child, including games that introduce the child to diverse people, places, and cultures (e.g. "If you were a frog what might you be thinking about the rain outside?"). ▪ Ask open-ended questions that create an interaction and dialogue among children (e.g. "Amber wants to try adding water to the recipe. What do you think will happen? Should we try it?"). ▪ In child care or preschool lesson planning, incorporate creative outlets for displaying learning, including, dancing, painting, constructing, making music, inventing stories, and dramatic play. Seek child input and feedback regarding classroom routines, environment, and activities. ▪ Teach children to make lists and review and revise lists for projects and activities.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

SUB-DOMAIN: LEARNING APPROACHES

CONFIDENCE AND INITIATIVE

GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Initiates, sustains, and completes play and activities based on personal and shared interests.	<ul style="list-style-type: none"> ▪ Chooses to work on a project because the activity is of personal interest. ▪ Invents projects and works on them with little assistance. ▪ Forms a plan for an activity and acts on it. ▪ Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance. ▪ Chooses to leave a project and returns to it later for completion or elaboration. ▪ Participates in displaying a completed project. ▪ Joins peers in working on a project. 	<ul style="list-style-type: none"> ▪ Provide opportunities for children to set and pursue goals. ▪ Encourage children to follow through on own interests or projects, by helping them predict how much time the project might take. ▪ Create projects for children to work on over time (planting seeds and nurturing them to watch them grow, taking notes, and making drawings of changes). ▪ Provide opportunities for children to take on activities or responsibilities that last more than one day (e.g. making questions to ask on a field trip, going on the field trip, returning and writing about the trip). ▪ Provide adequate space, time, and support for children to complete increasingly complex games or tasks. ▪ Label classroom materials with written and picture signs to support choices and with putting away materials. ▪ Provide opportunities for children to work successfully together on complex projects. ▪ Offer assistance, if necessary, for children to join other children playing. ▪ Set up environments for children to play both independently, and with others. ▪ Offer time and places for children to talk with a

			<p>variety of people (e.g. peers, elders, shopkeepers, community helpers, neighbors).</p> <ul style="list-style-type: none">▪ Provide opportunities for children to form, design, and undertake activities and projects.
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DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: LEARNING APPROACHES****PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION)****GOAL 4: CHILDREN DEMONSTRATE PERSISTENCE AND SUSTAIN ATTENTION WHEN FACED WITH CHALLENGES OR FRUSTRATION.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Selects and critiques ideas and arguments to solve problems and complete tasks, independently and with others.	<ul style="list-style-type: none"> ▪ Sets goals and follows through on plans, with assistance. ▪ Sustains attention while peers and adults are the focus of attention (pays attention during storytelling or group activities). ▪ Works on a task over a period of time, leaving and returning to it (block structure). ▪ Shifts attention back to the activity at hand after being distracted. ▪ Maintains interest in a project or activity until finished, even over multiple days. ▪ Focuses on projects despite distractions. ▪ Accepts reasonable challenges and continues through frustration. ▪ Cooperates with a peer or adult on a complex task. ▪ Talks with peer or adult about ideas to solve a problem, and can accept other's solutions. ▪ Is willing to try more than one way to solve a problem. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to set and pursue goals. ▪ Plan projects for child to work on over time (planting seeds and nurturing them to watch them grow). ▪ In child care, provide opportunities for child to take on activities and responsibilities that last more than one day (feeding the gerbil this week). ▪ Provide adequate time and support for child to complete increasingly complex games or tasks. ▪ Adapt expectations for persistence to meet the differing needs of child requiring modification. ▪ Discuss possible solutions to problem for the child to try (e.g. "If that does not work, what do you want to try next?"). ▪ Ask child about a problem and listen for issues and support ways to resolve the problems. ▪ Model vocabulary and ways to ask questions about others suggestions.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: LEARNING APPROACHES****PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION/ATTENTION, CONTROL)****GOAL 5: CHILDREN DEVELOP AND CARRY OUT PLANS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Plans individual and shared activities.	<ul style="list-style-type: none"> ▪ Anticipates an activity (after class, a friend comes to play and will build with blocks and play outside). ▪ Makes plans for play with friends and has some idea about time and arrangements ("You can play at my house when school is over."). ▪ Knows that rules and negotiation will help them get a turn in a group of children. ▪ Wants others to follow rules of games. ▪ Uses narratives to plan, review, and fantasize. ▪ Uses intentional, goal directed activities. ▪ Displays a willingness to try increasingly complex tasks. ▪ Can keep an activity or game going over several days with friends, including scenarios with rules, or building and construction play. 	<ul style="list-style-type: none"> ▪ Provide many and various activities and materials where child makes choices within boundaries. ▪ Offer environments where child can independently plan and carry-out plans. ▪ Offer structured group planning times for children to work together on projects. ▪ Offer unstructured time for children to plan spontaneously. ▪ Have low shelves with materials readily available for children to access as their plans evolve. ▪ Provide an array of raw materials for play, such as paper, fabric, string, tape, and magazine pictures. ▪ Schedule uninterrupted time for making and "inventing." ▪ Help children make plans for playing together outside school or home ("You can play at my house after we go to church this Sunday." "What is your phone number?" "Ask your parents to tell my parents."). ▪ Plan an environment where child can make choices within boundaries. ▪ Ask children about plans, and extend thinking with "who," "what," "where," "why," and "how" questions. ▪ Start a project based on children's interests, and listen to their ideas for planning, altering, or adapting the project. ▪ Brainstorm and generate lists of "what we know" and

			"what we want to know" when starting a new project or curriculum theme.
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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
60 Months through Kindergarten	Begins to recognize own ways of creating ideas and solving problems.	<ul style="list-style-type: none"> ▪ Engages in activities and solves problems cooperatively. ▪ Uses a variety of methods to express thoughts and ideas (discussions, art, or drama). ▪ Uses long-term memory to explain meaningful events and interesting ideas. ▪ Holds several ideas in mind as a solution for a problem is evolving. ▪ Recognizes others' feelings and begins to consider them in problem solving. ▪ Use hypothesis testing (e.g. if, then thinking), linking past learning to predict outcomes. ▪ Constructs viable arguments and critiques the reasoning of others. ▪ Attempts to solve problems on their own. ▪ Chooses activities. ▪ Follows through to complete chosen activities, even when adjustments are necessary to complete the activity. 	<ul style="list-style-type: none"> ▪ Provide many and varied toys and activities for children to play within groups and on their own. ▪ Make materials accessible for self-sufficiency, free choice, and self-expression. ▪ Schedule blocks of time that are long enough for children to engage in meaningful play. ▪ Help children talk with each other and with their families about what they see, hear, and do. ▪ Provide opportunities to recall past experiences in planning new activities and setting goals. ▪ When planning schedules and activities, build in time for children to talk about and document what they are thinking about and learning. ▪ Revisit completed activities with groups of children and individual children for critiquing and evaluation, and discussing next steps. ▪ Ask open-ended questions to encourage reflection. ▪ Help child recognize emotions in their peers and talk through conflicts. ▪ Provide opportunities to engage in group activities that offer hypothesis building and testing (e.g. planting and tending a garden, making bread, combining liquids, blending colors, reading chapter books, or predicting how many blocks will it take to build a tower as tall as the table top). ▪ Expose child to different cultural traditions. ▪ Use varying strategies to help children understand other's motives and intentions, and match those strategies to each child's individual skill level, including those who have special learning needs.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: LEARNING APPROACHES			
REFLECTION AND INTERPRETATION			
GOAL 7: CHILDREN INTERACT, UNDERSTAND, AND VIEW THE WORLD INFLUENCED BY TEMPERAMENT.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Develops strategies to match own emotions and personal style when needed to approach exploration, interact with others, and solve problems.	<ul style="list-style-type: none"> ▪ Begins to know there are a variety of expressions and reactions to shared experiences. ▪ Usually recovers from strong emotions with limited support from adults. ▪ Interprets and identifies emotional cues from others. ▪ Shows an awareness that others have beliefs and opinions that are different from their own. ▪ Begins to self- identify some personal traits ("I run fast!" "I try new stuff!" "Don't hurry me!"). ▪ Expresses likes and dislikes. ▪ Expresses opinions about situations or objects. 	<ul style="list-style-type: none"> ▪ Recognize child's increasing level of complexity in emotional expressions and processing. ▪ Be aware of your own approaches to learning and living in terms of your temperament (e.g. ask yourself if you are generally calm, easy, flexible, excitable, active, feisty, cautious, or slow to warm). ▪ Support each child's individual temperament traits, as the child encounters stressful situations, prompting the children to reflect upon and interpret their distress. ▪ Mediate conflict arising from misread cues and emotional states (e.g. "Look at his face. How do you think he's feeling?" "Do you remember when you felt...?" "What can you do when this happens?"). ▪ Provide opportunities to safely share differing beliefs and opinions. ▪ Provide opportunities for children to assist each other during times of emotional stress (e.g. Have children talk about how they felt during situations and help them relate those situations and feelings to current problems and/or issues.) ▪ Assure that each child has access to many and varied experiences. ▪ Support individual differences in children as they try new activities and situations. ▪ Support and clarify imaginative play roles that support children with different temperaments (e.g. "instigator," "group joiner," and "watchful").

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REASONING AND LOGIC			
GOAL 8: CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT RELATIONSHIPS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Intentionally structures explorations to test cause and effect with people and objects.	<ul style="list-style-type: none"> ▪ Understands and explains simple cause and effect situations (e.g. water poured into sand makes the sand wet and it clumps more easily, or pulling one block can make a block tower fall, or asking questions about gardening gets Grandpa's attention). ▪ Structures experiments to see how changes in one factor influence changes in the others (e.g. expands block play to include complexity in balance and incline; combines art media to see results). ▪ Predicts results. ▪ Repeats experiments to verify results. ▪ Explains how things might change given a change in circumstances (when it's cloudy, it might rain). ▪ Uses verbal and written communication to document why something happened. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to engage in cause-effect activities (e.g. freeze water with objects in it; observe how long it takes to melt). ▪ Take cues from children about what they are wondering about, and then encourage them to create their own experiments. ▪ Provide child with a variety of materials to create cause and effect experiments (e.g. explore the steps required to make a pizza). ▪ Pose "what if?" questions to child, and teach the child to pose "what if" questions. ▪ Understand that problem solving about social cause and effect issues may exceed child's capacity to problem solve without adult support. ▪ Encourage child to discuss and document findings/results of experimentation and exploration. ▪ Provide materials and support for hypothesis making, prediction and estimation, trial and error, making conclusions, and documenting results.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****CONCEPT FORMATION/MEMORY****GOAL 9: CHILDREN USE PRIOR RELATIONSHIPS, EXPERIENCES, AND KNOWLEDGE TO BUILD FOUNDATIONAL MEMORY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Draws on memory and experience to manipulate, act on, and respond to unfamiliar situations.</p>	<ul style="list-style-type: none"> ▪ Demonstrates memory of meaningful events and interesting ideas using explanations and creative expression. ▪ Describes or acts out a memory of a situation or action. ▪ Uses a variety of methods to express thoughts and ideas (e.g. tell about it, play it out, write about it, draw about it, and sing about it). ▪ Adds new information to previous information to solve a problem. ▪ Uses multiple sources of information to complete projects and acquire new information, with assistance. ▪ Plans activities and sets goals based on past experience. ▪ Shows beginning awareness of what others are thinking, their intentions, or motivations. ▪ Sometimes takes different perspectives of a situation ("Raul doesn't think this is fair, because..." "I can look at the block building from this side, or from the top, like an airplane."). ▪ Collects and categorizes objects from field trips or travels (rocks, shells, photos). ▪ Tells stories about the past or future, and elaborates on stories told by others. 	<ul style="list-style-type: none"> ▪ Encourage children to express thoughts through writing, speaking, and creative arts. ▪ Document children's thoughts and post pictures, writing, and drawings at child level in the classroom. Make frequent reference to the documents. ▪ Provide opportunities for child to recall past experiences in planning new activities and setting new goals. ▪ Always include time for child discussion about what they know and think as you read stories to them. ▪ Support children who may have difficulty understanding others' motives and intentions with adult-mediated negotiations and conflict resolution strategies. ▪ Help child to understand children's different actions, and what they might represent or mean. ▪ Provide display space for collected items and encourage dictated labels or stories to explain significance. ▪ Ask about trips or events, what happened, what came first, and what might happen next. ▪ Maintain portfolios of child's work so they can see past and present examples of their work. Encourage child to choose items to put in their portfolios. ▪ Teach children to hypothesize and carry out experiments and document results (water, sand, natural environmental relationships).

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
IMITATION			
GOAL 10: CHILDREN IMITATE BEHAVIORS THAT THEY HAVE OBSERVED.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Shows increasing skill in coordinating physical and cognitive abilities to realistically imitate and create events and situations.	<ul style="list-style-type: none"> ▪ Engages in pretend role play with peers and alone. ▪ Creates and uses objects to mimic adult roles, themes, and use of tools (e.g. wears helmet to ride a bike, just like mom does; makes a fence for the toy horse barn with a big gate, because dad couldn't get the horse trailer through this little one; or changes a physical stance for batting a ball with an eye toward the way a Seattle Mariners baseball player bats). ▪ Narrates play and roles, taking on multiple roles and themes in play. ▪ Plays with the intention to imitate roles and themes of adults, book characters, everyday people, dancers and singers, and movie or TV characters. ▪ Chooses and successfully play games or songs with imitation and simple rules ("Simon Says"). ▪ Practices physical skills and actions observed in favored settings and people (e.g. father/mother favorite ball player, musician, super-hero, or community helpers). 	<ul style="list-style-type: none"> ▪ Provide experiences for concerts, art, sporting events, museums, parades, theatre, and community events. ▪ When children experience a performance or community event or situation, offer time for talking about that experience and provide props for that theme for play (e.g. the county fair is in town, so you offer some vegetables for playing judging booth, or a weather event occurs and you offer props for community helper play). ▪ Include resources, activities, and props for making music, art, and drama as you plan environments. ▪ Provide opportunities to see and imitate different kinds of work. ▪ Provide real and pretend activities involving work that adults do (cooking, cleaning, raking leaves).

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REASONING AND LOGIC/ PROBLEM SOLVING****GOAL 11: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES, INCLUDING TRIAL AND ERROR.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Uses past experiences, current information, and flexible thinking for problem solving.	<ul style="list-style-type: none"> ▪ Works in a group to find a solution; building on the group's problem-solving strategies. ▪ Predicts when something might be a problem or challenge (puzzle may be hard to do). ▪ Discusses and sometimes argues about ideas to solve a problem. ▪ Can play logic, prediction, and strategy games such as checkers or Connect Four. ▪ Can revise ways of doing things or change perspective given additional information. ▪ Identifies several strategies to solve a problem or begin a complex task. ▪ Explains part, or all of the problem when asking for help. ▪ Tries several strategies to solve a problem. Child might want help from peer or adult. 	<ul style="list-style-type: none"> ▪ Pose solvable problems to child and provide opportunities for child to find solutions. ▪ Present the pros and cons of different solutions; encouraging child to help identify the best solution. ▪ Provide opportunities for child to work with other children and adults to find solutions to the problems. ▪ Offer vocabulary to help child ask questions and pose solutions. ▪ Offer a variety of materials and tools that encourage thinking of new problems or resolving current problems. ▪ Encourage taking more than one point of view in discussions and group activities. ▪ Offer structured experiments in daily lesson planning.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REASONING AND LOGIC/ PROBLEM SOLVING****GOAL 12: CHILDREN USE CONJECTURE, HYPOTHESIZING, AND GUESSING.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Systematically tests ideas about how things work and applies those systems to social and physical settings.</p>	<ul style="list-style-type: none"> ▪ Structures experiments to see how changes in one factor can influence changes in others (sets up domino chain to test how knocking over one domino topples all of the others). ▪ Explains how one change can lead to another. ▪ Explains how simple events occur (tells another child how to make orange from red and yellow paint). ▪ Sets up and pursues purposeful experimentation; trying out different solutions (works with a pulley and string to raise blocks from floor to table top). Makes predications about what will happen next. ▪ Builds an awareness of other peoples' points of view and feelings. ▪ Uses multiple attributes of objects and situations to explain a problem and its possible solutions. ▪ Uses reasoning to predict and test ideas, though may resort to magical thinking if the solution or explanation is not obvious, or quickly found. ▪ Uses vocabulary for prediction and estimation. ▪ Use problem-solving strategies across places, people, and things, including classifying and predicting outcomes. ▪ Uses analogical thinking to allow transfer of problem-solving strategies to new situations. ▪ Solves addition and subtraction word problems and adds and subtracts within 10, by using objects or drawings to represent the problem. 	<ul style="list-style-type: none"> ▪ Engage child in experimentation; ask prediction and "what if" questions. ▪ Provide child with a variety of materials to create experiments. ▪ Ask children to think about their experiences and how that might help them solve a problem or come up with a solution to a social conflict. ▪ Demonstrate, explain, and engage child in taking steps to cause an outcome. ▪ Recognize importance of children's effectiveness in teaching one another.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REASONING AND LOGIC/CRITICAL AND ANALYTIC THINKING****GOAL 13: CHILDREN BUILD KNOWLEDGE USING COMPARISON, CONTRASTS, EXAMINATION, AND EVALUATION.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Examines and evaluates problems and situations to reach conclusions.</p>	<ul style="list-style-type: none"> ▪ Restates a situation or problem in own words. ▪ Recognizes written words as ways to document ideas and communicate solutions. ▪ Tries a variety of solutions until satisfied with outcomes. ▪ Uses and defines attributes and characteristics of objects including shapes, squares, rectangles, circles, ovals, triangles, and relative positions (e.g. above, below, beside, in front of, behind, and inside). ▪ Analyzes and compares two and three-dimensional shapes. ▪ Organizes objects by more than one common characteristic. ▪ Uses comparative words. ▪ Constructs viable arguments and critiques the reasoning of others. ▪ Poses "what if" questions and problems. ▪ Describe measurable attributes of objects, such as length or weight. ▪ Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attributes. ▪ Compares the main characters or events of stories. ▪ Describes experiences using comparative 	<ul style="list-style-type: none"> ▪ Engage the child in activities and interactions that use known strategies in new situations. ▪ Demonstrate, explain, and engage child in activities that explore questions and guide him/her toward appropriate solutions. ▪ Invite child to expand on what he/she meant by a certain response (e.g. "Tell me more about why you said that?"). ▪ Engage child in discussing what he/she thinks another child meant by a given response (e.g. "Why do you think Josie did that?"). ▪ Offer time for a child to evaluate pros and cons of a decision, looking at what worked and what might have gone differently had another choice been made. ▪ Brainstorm possible actions and solutions with children. Document the possibilities and revisit that document when a solution is achieved.

		language. <ul style="list-style-type: none">▪ Considers peers' perspectives when making decisions.▪ Explains how he/she makes decisions.	
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DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY****GOAL 14: CHILDREN PARTICIPATE IN EXPLORATORY PLAY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Expands knowledge of materials and tools to incorporate into play activities.	<ul style="list-style-type: none"> ▪ Creates elaborate block construction. ▪ Uses rules and boundaries in representational building. ▪ Experiments with balance, ramps, pulleys, and other tools when block building, constructing, or manipulating objects. ▪ Takes apart/deconstructs to gain an understanding (gears, old sewing machine). ▪ Works to replicate a building, object, or event through drawing/painting or block building. ▪ Climbs, slides, runs, kicks, and jumps to explore movement. ▪ Makes up games to test skills. ▪ Reinterprets the rules for a game or sport to fit skill levels. 	<ul style="list-style-type: none"> ▪ Enrich and structure environment (block area with extensive shapes and number of blocks; provide block props and raw materials). ▪ Ask clarifying questions to extend play or overcome frustration. ▪ Help groups of children negotiate rules and fairness. ▪ Provide outdoor play environments for active games, observation, and exploration. ▪ Provide increasingly complex opportunities to use tools and explore constructions with a variety of materials (carpentry tools, wood, and nails).

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REPRESENTATIONAL THOUGHT AND PLAY			
GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Uses and negotiates scripts for elaborate fantasy play, usually distinguishing fantasy from reality.	<ul style="list-style-type: none"> ▪ Explains if a story is real or make-believe, when prompted. ▪ Understands and expresses when fantasy is influencing actions (e.g. "I was just pretending that I am a monster."). ▪ Describes characters, places, and objects in books, movies, and television shows. ▪ Engages in games with rules, though may not follow the rules precisely. ▪ Uses representational block play to create and recreate experiences. ▪ Uses block building for both real and pretend scenarios and describes the difference. ▪ Expresses ideas through dramatic play and character development. ▪ May have favorite and recurring play themes and props. 	<ul style="list-style-type: none"> ▪ Offer props and materials to encourage and support pretend play. ▪ Ask clarifying questions to extend play or help a child overcome frustration. ▪ Help groups of children negotiate rules and fairness. Write and post the rules when appropriate. ▪ Provide outdoor play environments for active games, observation, and exploration with props nearby and easily accessible. ▪ Provide a variety of open-ended props for children to choose as they develop play themes (e.g. large blocks, clothing, writing utensils, art and music tools, wheel toys, signs, platforms). ▪ When a child's ideas for creating play exceed their ability to create the play, offer questions and comments that help break the play down into workable chunks (e.g. "A full castle with turrets and water features is not likely, but what parts of that can you create?").

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY**

GOAL 16: CHILDREN REPRESENT EXPERIENCES AND THOUGHT THROUGH SYMBOLIC REPRESENTATION INCLUDING PLAY, MOVEMENT, ARTS, NUMERACY, AND LITERACY.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Use symbols to represent numbers, letters, and some words; and for expression in creative arts.</p>	<ul style="list-style-type: none"> ▪ Combines drawing and art expression with words. ▪ Uses art, music, and movement to create expressions of self and feelings that are beyond verbal expression. ▪ Responds empathetically to books and pictures that express emotions and social roles. ▪ Represents simple objects through drawings, movement, mime, and three-dimensional constructs. ▪ Uses physical objects to demonstrate symbolic vocabulary (using blocks or food at the table to demonstrate how much and more and less). ▪ Independently chooses new and different materials to represent original thoughts, ideas, and feelings. ▪ Expresses ideas using marks that are approximation of letters and numerals. ▪ Uses some recognizable letters and numerals to communicate ideas. ▪ Represents numeracy concepts such as addition and subtraction with objects, fingers, mental images, drawings, and sounds. 	<ul style="list-style-type: none"> ▪ Engage child in creating symbols to represent familiar objects (e.g. "What would a symbol for your bed look like?"). ▪ Provide opportunities for child to participate in culture specific representational activities (storytelling, oral history, dance, songs). ▪ Use written symbols liberally to show how words help us function in daily life (e.g. do a project on "signs;" have children make a sign to send messages to others about saving a structure or to tell others when the class is outside or on a field trip; have children make up gestures to represent the weather each day; or use a roll of adding machine tape to record a sequential numeral each day to show how many days we have been in school this year). ▪ Offer a writing center with the alphabet and numerals printed and taped to the table. ▪ In dramatic play centers, have a blank cookbook where children create and record "recipes." ▪ In block play, supply paper and writing tools where children can draw their plans, or draw their final construction. ▪ Offer measurement tools with "data sheets" where children can show the results of experiments. ▪ Post a "waiting list" in popular spots (such as computer stations or water table) for children to sign up for the next available spot.