

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH

SUB-DOMAIN: MOTOR DEVELOPMENT

- Goal 17: Children demonstrate strength and coordination of large motor muscles.
- Goal 18: Children demonstrate strength and coordination of small motor muscles.
- Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.

SUB-DOMAIN: PHYSICAL WELL-BEING

- Goal 20: Children demonstrate stamina and energy to participate in daily activities.
- Goal 21: Children engage in a variety of physical activities.

SUB-DOMAIN: HEALTH

- Goal 22: Children practice basic personal care routines.
- Goal 23: Children demonstrate personal health and hygiene skills.
- Goal 24: Children eat a variety of nutritious foods.
- Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.
- Goal 26: Children demonstrate awareness and understanding of safety rules.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: MOTOR DEVELOPMENT****GROSS MOTOR SKILLS: BALANCE, MOVEMENT, AND COORDINATION****GOAL 17: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Coordinate multiple movements with accuracy and purpose.	<ul style="list-style-type: none"> ▪ Runs with an even gait and with few falls. ▪ Hops on each foot separately, without support and with balance. ▪ Maintains balance while bending, twisting, or stretching. ▪ Walks up and down stairs while holding an object in one or both hands. ▪ Moves body into position to catch a ball; then throws the ball in the right direction. ▪ Kicks large ball to a given point, with some accuracy. ▪ Throws a medium-size ball, with some accuracy. ▪ Alternates weight and feet while galloping or using stairs. ▪ Moves to a rhythm (marching). ▪ Runs forward, backward, slides to the side, and pivots while changing direction without pausing. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to participate in activities that develops large muscles (gymnastics, soccer, dance, swimming, basketball, freeform play with balls, bicycle riding). ▪ Include child in simple physical chores (taking out trash, raking leaves, stacking chairs, wiping tables, washing trikes, carrying toys from storage to sand box). ▪ Offer inside and outside environments that include opportunities for climbing, jumping, throwing, catching, running, and using wheel toys. ▪ Offer opportunities to lift and carry toys and objects (e.g. big blocks, boxes, gardening utensils, buckets of sand, or a bag of toys).

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: MOTOR DEVELOPMENT****FINE-MOTOR SKILLS: PREHENSION, REACHING, AND MANIPULATION****GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Manipulate materials in a purposeful way, planning and attending to fine details.</p>	<ul style="list-style-type: none"> ▪ Removes and replaces easy-to-open container lids. ▪ Folds paper and makes paper objects (airplanes, origami), with assistance. ▪ Cuts, draws, glues with near precision. ▪ Ties knots and shoe laces, with assistance. ▪ Prints letters and numbers (up to 20) with some legibility. ▪ Uses buttons on clothing and zips with minimum assistance. ▪ Pours, spears, spreads, spoons, and cuts simple foods with some precision. ▪ Tears tape off a dispenser without letting the tape get stuck to itself, most of the time. ▪ Puts together and pulls apart manipulatives with appropriate strength and precision most of the time. ▪ Designs shapes by using simple shapes to form larger shapes. 	<ul style="list-style-type: none"> ▪ Involve child in daily activities (setting a table, preparing food, or lacing shoes). ▪ Plays card games in which child must hold, pick up, and turn over cards (Memory, Go Fish). ▪ Engage child in returning blocks, toys, materials to shelves, boxes, or closets, with order and precision. ▪ Provide daily opportunities for child to use art supplies that support fine-motor skills (crayons, chalk, pencils, scissors, glue, stickers). ▪ Provide materials to manipulate such as building bricks, hammer and nails, or beads for stringing and sewing. ▪ Offer opportunity for children to serve themselves most items at mealtimes, using child-sized serving bowls and utensils. ▪ Offer spoons, forks, table knives, and child-sized pitchers at mealtimes. ▪ Offer opportunities to write numerals and letters in a variety of sizes and in a variety of ways (e.g. on blank paper, on lined paper, in a small tablet, with a paint brush on the easel, on a chalk board, on big sheets of paper, on a white board, in the sand, or on the playground blacktop). ▪ Provide time, support, and environments where children can dress and undress themselves (e.g. include time in schedules for children to put on their own coats, shoes, hats, gloves for outside play; offer

			child height hooks and cubbies for clothes; offer help for children as they get started dressing, then intervene only after they try themselves).
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DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: MOTOR DEVELOPMENT****SENSORY MOTOR SKILLS****GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.**

Age Range	Developmental Growth	Child Indicators	-
60 Months through Kindergarten	Integrate sensory motor skills into actions.	<ul style="list-style-type: none"> ▪ Hits a medium-sized ball (6 to 8 inches) with a bat, with some consistency. ▪ Catches a ball thrown from a distance of 5 to 10 feet. ▪ Manipulates simple puppets. ▪ Carries a glass of liquid across the room without spilling it. ▪ Pivots, runs, and stops with control. ▪ Participates in vigorous, active play (e.g. freeze tag, hide and seek, and games where pivoting on the run is necessary). ▪ Successfully aims and tosses objects. 	<ul style="list-style-type: none"> ▪ Provide play opportunities that involve coordination (e.g. a ball and/or bat, basketball hoop, hopscotch). ▪ Provide opportunities for the child to explore spatial relationships (e.g. playing games with other children, crawling through tunnels, swinging on hand bars, and managing projectiles such as a basketball and hoop). ▪ Explore foods from a variety of tastes and textures. ▪ Provide safe and supervised opportunities for the child to try a variety of activities with limited sensory input (using headphones, blindfold, and gloves). ▪ Provide opportunities for play and games using sensory instructions. ▪ Read books and sing songs with rhythmic motor actions included (i.e. "Head, Shoulders, Knees, and Toes"). ▪ Encourage games that include pivoting, stopping, and starting quickly (e.g. Duck, Duck, Goose, Freeze Tag, or Simon Says).

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: PHYSICAL WELL-BEING****PHYSICAL FITNESS****GOAL 20: CHILDREN DEMONSTRATE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	<p>Sustain strength for increased periods of time.</p> <p>Engage in a variety of physical activities that promote fitness and fundamental movement skills.</p>	<ul style="list-style-type: none"> ▪ Sleeps 10 hours per day. ▪ Runs 50 to 75 yards, without stopping. ▪ Engages in active physical play for at least 60 minutes per day which includes running, jumping, climbing, kicking, lifting, throwing/catching, wheel toys, and vigorous peer play. 	<ul style="list-style-type: none"> ▪ Schedule ample time for children to sustain active play. ▪ Provide equipment and space that encourage active physical play, such as hard surfaces for wheel toys, and separated spaces for sustained ball play, or running. ▪ Plan outdoor and indoor areas for active physical play, attending to changing weather situations (i.e. shady areas in hot summer sun, snow play areas and extra gloves and hats for outside winter play, space for sustained running opportunities for children to the child to engage in daily physical activities). ▪ Engage the child in activities that require physical exertion. ▪ Provide opportunities for the child to reach new physical goals (hopping on one foot repeatedly, jumping over small boxes). ▪ Encourage the child to reach and exceed personal goals rather than to compete with others.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: PHYSICAL WELL-BEING****PHYSICAL FITNESS****GOAL 21: CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Engage independently and with peers in a wide variety of daily physical activities.	<ul style="list-style-type: none"> ▪ Participates regularly in physical activity (e.g. dance classes, and organized and informal sports). ▪ Helps with physical chores (raking leaves, sweeping the floor, carrying laundry, putting away toys). ▪ Participates in cooperative games with peers. ▪ Engages in independent physical play (e.g. hopscotch, riding a bicycle, swinging independently). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to play song games incorporating music, movement, and social interaction. ▪ Participate in regular physical activities with child (swimming, walking, skating, hiking, playing ball, drumming, skiing). ▪ Provide opportunities for child to participate in activities where the child can repetitively practice a new skill.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: HEALTH****DAILY LIVING SKILLS****GOAL 22: CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Independently initiate and carry out personal care routines.	<ul style="list-style-type: none"> ▪ Uses fork, spoon, and a blunt table knife. ▪ Pours liquids easily, with minimal spills. ▪ Dresses and undresses in easy pull-on clothes and using basic closures, without assistance. ▪ Ties single knot in shoelaces, with assistance. ▪ Brushes and combs hair. ▪ Independently toilets. ▪ Helps select clothes appropriate for the weather. 	<ul style="list-style-type: none"> ▪ Talk with child about the health benefits of positive personal care routines. ▪ Provide repeated opportunities for child to practice personal care such as dressing, brushing hair, and brushing teeth. ▪ As appropriate, provide opportunities for child to take responsibility for own special personal care (eyeglasses, hearing aids). ▪ Provide opportunities to model care routines with dolls or other toys. ▪ Offer opportunities for child to prepare food, and to clean up bowls and dishes after eating. ▪ Describe personal responsibility skills needed for practicing good hygiene as children share bathrooms, wash hands, and eat together.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: HEALTH****DAILY LIVING SKILLS****GOAL 23: CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Initiate and independently carry out personal hygiene skills, with or without assistance.	<ul style="list-style-type: none"> ▪ Washes hands independently at appropriate times throughout the day. ▪ Brushes teeth and attempts flossing, with supervision; and then allows assistance to complete the process. ▪ Washes face, without assistance. ▪ Covers mouth and nose with tissue or elbow when coughing and sneezing. ▪ Demonstrates an awareness of routines for maintaining good health. 	<ul style="list-style-type: none"> ▪ Ensure child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about child development. ▪ Use a systematic approach to record keeping concerning the child's health. ▪ Offer stories, poems, songs, that increase children's knowledge about personal hygiene. Provide ongoing dental care for child. ▪ Encourage child to verbalize why personal hygiene is important. ▪ Demonstrate and explain the importance of hygiene for good health. ▪ Establish hand washing routines (wash hands using liquid soap, running water, and disposable towels) during appropriate times throughout day (on arrival, after handling pets, before and after eating, after toileting and blowing nose or sneezing, after outdoor play). ▪ Use sunscreen to protect skin from sunburn, and sunglasses and hats to shield eyes.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: HEALTH****NUTRITION AND FEEDING****GOAL 24: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Take increasing responsibility for eating and food choices.	<ul style="list-style-type: none"> ▪ Chooses from a variety of foods. ▪ States food preferences. ▪ Provides simple explanations for own and others' food allergies. ▪ Able to indicate when certain foods are eaten (e.g. pancakes for breakfast). ▪ Tries most new foods. 	<ul style="list-style-type: none"> ▪ Engage child in preparing, serving, and eating a variety of foods. ▪ Talk with child about why certain foods are more nutritious than others (e.g. fruit is more nutritious than candy because it has more things in it that helps our body grow and be healthy). ▪ Acknowledge a child's hunger and fullness cues. ▪ Respect a child's food preferences. ▪ Offer unfamiliar foods many times to help the child gain familiarity. ▪ Give child opportunities to provide input on food and menus. ▪ Provide family-style dining. ▪ Model healthy eating habits. ▪ Acknowledge child's differences and preferences for food, but do not compare children's eating characteristics.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: HEALTH****SAFE PRACTICES****GOAL 25: CHILDREN DEMONSTRATE KNOWLEDGE ABOUT AND AVOID HARMFUL OBJECTS AND SITUATIONS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Explain harmful objects and situations, and respond appropriately and independently most of the time.	<ul style="list-style-type: none"> ▪ Explains when not to accept rides, food, or money from strangers. ▪ Understands that some activities may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with blood, playing near ditches). ▪ Identifies adults who can assist in dangerous situations (parents, teachers, police officers). ▪ Recognizes personal privacy in relation to their body. ▪ Identifies when objects/settings are safe or unsafe for children (e.g. knives, electric outlets, traffic). 	<ul style="list-style-type: none"> ▪ Though child can explain safety procedures, they may not always do what is safe. Provide constant close adult supervision and guidance. ▪ Plan field trips and speakers from community health and safety programs (e.g. local and tribal clinics, dentist, doctor, veterinarian, firefighter, law enforcement officer). ▪ Talk with child about harmful situations and alternative strategies for dealing with them. ▪ Show child difference between candy and pills and food and non-food items (drug abuse concerns). ▪ Take neighborhood walks with child and look at and discuss potentially dangerous situations. ▪ Explain safety rules for privacy in relation to their body. ▪ Teach child when and how to dial 9-1-1.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: HEALTH****SAFETY RULES AND REGULATIONS****GOAL 26: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Verbalize and demonstrate application of safety rules and respond appropriately and independently most of the time.	<ul style="list-style-type: none"> ▪ Tells, explains, and follows safety rules consistently. ▪ Explains why emergency drills are important. ▪ Explains how to get help in emergency situations (calling 9-1-1, finding a police officer or responsible adult). ▪ Practices safety rules in dramatic play (e.g. "Keep your fingers away from the hot stove so you do not get hurt."). ▪ Participates in setting rules for indoor and outdoor play in a classroom or family setting. ▪ Responds quickly to adult directives about safety. ▪ Seeks adult help in unsafe situations. 	<ul style="list-style-type: none"> ▪ Support children to learn their full names and addresses and help them know when to tell adults this information. ▪ Discuss and demonstrate personal safety rules (e.g. holding hands in crowds, wearing a personal flotation device, avoiding unfamiliar dogs, wearing a bike helmet). ▪ Discuss safety rules regarding recreation, wilderness, and animal safety as appropriate to your community (e.g. guns, wild animals, motor craft, matches and propane, insects, busy streets, water safety). ▪ Talk with child about fire safety ("Tell an adult if you find matches and lighters."). ▪ Practice a fire/tornado emergency exit plans for your home or child care site, and where to meet after exiting. ▪ Show and tell child how to call 9-1-1 in an emergency situation. ▪ Identify different people to ask for help in an emergency situation (e.g. law enforcement officer, neighbor, emergency medical technician, librarian, bus driver). ▪ Provide opportunities for child to observe traffic safety rules as they travel in motor vehicles and public transportation. ▪ Discuss traffic safety signs as they travel in motor vehicles while on field trips.

			<ul style="list-style-type: none">▪ Involve children in setting safety rules for classroom setting.▪ Provide supervision for child; preferably both sight and sound supervision, and reassure children that you are here to keep them safe.
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