

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
60 Months through Kindergarten	Draws on memory and experience to manipulate, act on, and respond to unfamiliar situations.	<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).