

IDAHO EARLY LEARNING EGUIDELINES

GOAL 2: CHILDREN GENERATE/ CREATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Actively explores self and immediate surroundings.	<ul style="list-style-type: none"> ▪ Turns toward, and responds to familiar voices and/or unfamiliar sounds. ▪ Calms to mother's smell. ▪ Physically searches for nipple using touch and smell. ▪ Inspects own hands and feet, visually and by mouthing. ▪ Grasps items reflexively and mouths them, then later grasps purposefully to shake, bang, drop, and throw objects. ▪ Cries, coos, and makes single syllable sounds specific to certain activities. ▪ Startles easily around sounds, smells, textures. 	<ul style="list-style-type: none"> ▪ Offer sensory play daily with baby, including sound and touch. Play with baby every day. ▪ Provide toys and experiences with colors, size, textures, sounds, shapes, and smells. ▪ Change materials, toys, and objects in baby's environment regularly. ▪ Use every day routines for baby's creativity and exploration (e.g. when feeding a baby let them touch the food while describing what they might be feeling, or during diapering, telling a child, "This wipe will feel cold."). ▪ Describe what the baby is experiencing (e.g. "That ball feels squishy." "Hear that drum go boom, boom, boom." "You found your hands.").

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
6 to 18 Months	Explores objects and sounds using sensory approaches, and by trying various movements.	<ul style="list-style-type: none"> ▪ Plays with sounds by babbling, cooing, or clicking the tongue. ▪ Imitates actions observed in another situation (e.g. tries to stack blocks after watching other children, or bangs on a surface after watching drumming at a cultural event). ▪ Uses objects creatively (e.g. a bucket is turned upside down to build a tower or a pedestal; doll stroller is used for a grocery cart; a purse is used as a suitcase or diaper bag). ▪ Looks to caregiver for assurance when trying something new or risky. 	<ul style="list-style-type: none"> ▪ Provide child time and opportunities to be spontaneous, silly, and messy. ▪ Play with child in creative ways (using soft toys to create a puppet show, tell imaginative stories using familiar characters and the local environment). ▪ Offer verbal and gestural cues to reassure child to try something new and safe. ▪ Provide time and materials for sensory exploration. ▪ Provide a variety of open-ended materials for creative exploration. ▪ Observe a child before offering help. ▪ Rather than telling the child the “right” way or offering words, wait for the child’s cues (frustration, losing interests, needs more props, looks for help) before you offer help or information. ▪ During daily routines, engage child in the task (e.g. singing, or push your hand in the sleeve of a coat and ask, “Where are your fingers?”).

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
16 to 38 Months	Uses imagination and pretend play to experiment with objects and roles.	<ul style="list-style-type: none"> ▪ Invents new uses for everyday materials (e.g. bangs on pots for drum or uses bucket for hat). ▪ Approaches tasks experimentally; adapting the use of objects as the play evolves. ▪ Pairs and groups items that work together (gets the dustpan when an adult is sweeping the floor). ▪ Seeks and engages in pretend play and creating things. ▪ Uses creative language to describe events, sometimes with made-up sounds. ▪ Builds with blocks and other manipulatives. ▪ Acts out everyday activities using dolls, costumes, and everyday items. ▪ Embellishes roles from the familiar environment. 	<ul style="list-style-type: none"> ▪ Model use of a variety of familiar and new materials and activities. ▪ Offer art materials and a place to use them without adult-created models or specific instructions. ▪ Allow child to mix toys or materials. ▪ In child care, schedule the daily activities so children have time to become absorbed in play. ▪ When a child is absorbed in play, avoid interrupting the child's thinking. ▪ Take cues from the child when a prop is needed, or an embellishment of an idea will extend the play. ▪ Offer a place where children create using different media (clay, collage, paint, music, dance, block construction). ▪ Engage child in exploration of raw (messy) materials such as sand, water, rocks, outdoor exploration, and food exploration. ▪ Provide time and spaces for a child to talk about and revisit their creative work. ▪ Use open-ended questions and descriptive language when interacting with child. ▪ In child care, ensure that child has props from their home culture to support pretend play. ▪ At mealtimes, talk with children about their ideas and creations. ▪ Make up stories with child.

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
36 to 60 Months	Expands personal expression through language, play, and creative exploration.	<ul style="list-style-type: none"> ▪ Imitates roles and creates scenarios for those roles. ▪ Invents activities and games. ▪ Uses imagination to create experiments, art projects, constructions, physical challenges, dances, structures, stories, and solutions. ▪ Creates and negotiates acceptable rules for group activities. ▪ Makes up words, songs, or stories. ▪ Engages in open-ended exploration of raw materials (messy play). ▪ Uses materials in novel ways. 	<ul style="list-style-type: none"> ▪ Ask open-ended questions to encourage creative thinking. ▪ Offer various media for creating projects that extend over time (clay, collage, paint, music, dance, chalk, box construction). ▪ Provide tasks where the goal is trying different strategies rather than right or wrong answers. ▪ Ask child how a story may have ended differently (e.g. "What if...?"). ▪ To document and extend learning, take many pictures of children in creative activities. Encourage children to tell about the pictures, and to label and dictate stories about the pictures. ▪ Provide opportunities for child to create and complete projects in their own way. ▪ Engage child in drawing a series of pictures that represent or illustrate experiences or a story they have made up. ▪ Offer places and times for children to display their products, if they desire. ▪ Demonstrate and explain how to be flexible about changes in routines and plans. Some children will prefer or need structure to help them stay on task, or make changes in plans. Tell children ahead of time when a change will occur. Help them know what happens before, during, and after transitions. During the changing routine, talk about what is happening. ▪ Provide child with access to artists and artwork from their own and other cultures.

			<ul style="list-style-type: none">▪ Maintain files of a child's creations for the child to revisit and comment on.▪ Offer designated spaces where children choose what and how they want to display their creative projects and ideas.
--	--	--	---

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
<p>60 Months through Kindergarten</p>	<p>Uses elaborate strategies, and cooperation with others in creative expression.</p>	<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			
CREATIVITY AND INVENTIVENESS			
GOAL 2: CHILDREN GENERATE/CREATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>First, Second, and Third Grades</p>	<p>Uses systematic thinking and perspective taking to generate new ideas and solve problems.</p>	<ul style="list-style-type: none"> ▪ Relates past, present, and future activities engaging in "What if?" scenarios. ▪ Generates multiple solutions to problems/projects. ▪ Generates creative solutions with peers. ▪ Takes into account others' views and perspectives. ▪ Strives to represent reality. ▪ Uses basic knowledge of the physical world to try out new ideas. ▪ Takes risks to try new ways of using materials and objects. 	<ul style="list-style-type: none"> ▪ Provide experience with novel materials (e.g. computer graphics, oil paints, music, language, and mechanical tools). ▪ Offer time and space for child to create objects of their own choosing by experimentation with materials. ▪ Use visual arts for learning about various cultures. ▪ Provide opportunities for the child to develop personal stories and poems. ▪ Provide opportunities for children to work on projects together. ▪ Offer a range of problem solving tasks from simple to complex (logical to abstract). ▪ Teach children to observe, ask "what if" questions, predict outcomes, carry out experiments, and document their findings.