

IDAHO EARLY LEARNING EGUIDELINES

GOAL 9: CHILDREN USE PRIOR RELATIONSHIPS, EXPERIENCES, AND KNOWLEDGE TO BUILD FOUNDATIONAL MEMORY.

Domain 1: Approaches to Learning and Cognitive Development
Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

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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
Birth through 8 Months	Begins to anticipate routines through interactions with people and objects.	<ul style="list-style-type: none"> ▪ Tracks people and objects as an adult or object moves. ▪ Turns to familiar adult's voice. ▪ Prefers familiar adults to strangers. ▪ Anticipates familiar events or routines (e.g. changing pad means a diaper change, cradled near breast means feeding, appearance of bottle means food). ▪ Smiles and wiggles to engage and respond to family members. ▪ Develops consistent behaviors to elicit a response (kicks a mobile). ▪ Shows surprise and engagement in games such as Peek-a-Boo, holding and examining objects, or pushing and pulling objects. 	<ul style="list-style-type: none"> ▪ In child care settings, provide a primary attachment adult for each child. ▪ Interact with child in consistent and predictable ways. ▪ Provide child with toys and objects that respond to child's actions (e.g. makes a sound when shaken, moves or changes when touched). ▪ In routines and novel settings, talk to child about what is happening. ▪ Consistently respond with words and/or touches when child cries. ▪ Provide a variety of objects that address all the senses and become familiar to the child in both home and child care settings (e.g. textures, odors, tastes, visual stimuli, and auditory stimuli). ▪ Repeat games and activities that interest and stimulate child such as Peek-a-Boo, or singing a favorite song as a diaper is changed. ▪ Watch for baby's cues and initiation for interaction with people and objects.

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6 to 18 Months	Builds foundational experiences, routines, relationships, and emotions to expand memory.	<ul style="list-style-type: none"> ▪ Shows attachment to primary caregivers/parents through preference, or clinging to parents and familiar people. ▪ Displays recognition and excitement about games or toys from the previous day. ▪ Recognizes differences between familiar people and strangers. ▪ Realizes that objects exist when they are not seen — for a short time. ▪ Anticipates the return of a face when playing Peek-a-Boo and the trajectory of a moving object. ▪ Watches for activities that occur regularly (e.g. "When the cook comes to the classroom, it is time to go to the table."). ▪ Uses transitional object to ease transitions and separations (favorite toy or blanket). 	<ul style="list-style-type: none"> ▪ Support closeness with caregiver/parent with hugs and attention. ▪ Provide opportunities and modeling for child to try same action on different objects (e.g. shakes a rattle, shakes a stuffed animal, shakes a ball). ▪ Comment when child applies knowledge to new situations using descriptive language. ▪ Sing songs with sequences, stories, and repetitive phrases. ▪ Display photos of child in familiar situations, doing familiar activities, and with family members. Point out aspects of the pictures. ▪ Take pictures of activities in the classroom to document what happened, then post the pictures and talk about them with children. ▪ Create rituals for arrival and departure time for the child, parent, and staff to facilitate transitions.

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16 to 38 Months	Uses past experiences to apply sequential memory and control impulses.	<ul style="list-style-type: none"> ▪ Generalizes actions to similar objects (stacks boxes like blocks). ▪ Anticipates separation and reunion by showing signs of excitement or anxiety. ▪ Alters behavior based on a past event and builds on it (I did this and it didn't work, so I will do this instead). ▪ Relates an experience today to one that happened in the past (hand washing prior to mealtime). ▪ Looks in several places for a desired object, and makes suggestions for where that object might be (e.g. "Is my shoe under the bed?"). ▪ Engages in simple hide-and-peek games. ▪ Begins to understand that a parent goes away to work, but will come back. ▪ Begins to use words that show past, present, and future. ▪ Engages in sustained play, resists making transition to another activity (e.g. doesn't want to stop playing to get a clean diaper). 	<ul style="list-style-type: none"> ▪ Think out loud as you do routines in the day with the child. ▪ Talk about ideas with child using descriptive language (e.g. "You remembered where the puzzle piece fits."). ▪ Respond to child's non-verbal and verbal cues about events and situations in the natural world. ▪ Provide materials that are similar but produce different results (crayons, markers, paint). ▪ Narrate child's play by describing what you see and hear. ▪ Demonstrate, explain, and provide opportunities for child to think about and negotiate negative or problem situations (e.g. a favored ball rolls under the cabinet; another child takes a cracker off the child's plate; the doll clothes don't fit the doll; the lawnmower ran over the flowers we planted). Play safe, simple, hiding and finding games. ▪ Incorporate storytelling into everyday routines (at naptime tell child individual stories about their morning, what they did, what happened, etc.). ▪ In child care, offer a window where child can watch family members arrive and depart. ▪ Help child understand the passing of time by describing a sequence of events (e.g. we get up from our nap, have a snack, play on the playground, then mommy comes to get you). ▪ Offer sensory experiences paired with descriptive vocabulary (e.g. "The snow is cold." "The rain is cool." "The soup is warm." "The book is big." "The door is tall." "Your dad is tall.").

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36 to 60 Months	Combining past experiences and familiar situations, explores, plans, problem solves, and carries out plans.	<ul style="list-style-type: none"> ▪ Explains events that happened in the past. ▪ Represents things in environment with available materials; moving from simple to complex representations (e.g. recreate picture of a house, build road with blocks, or make a tree with modeling clay). ▪ Thinks out loud and talks self through a plan or situation. ▪ Works out problems using information from prior experiences rather than through trial and error. ▪ Tells a story or recounts an event from photographs of self and others (e.g. "We made a big tent with boxes and blankets."). ▪ Points to and tells about objects that are out of place. ▪ Asks or tells when a parent goes away to work and asks or predicts when they will return. ▪ Completes sequence puzzles and pictures. ▪ Uses words for yesterday, today, and tomorrow even though the timing may be incorrect. ▪ Tells others about their acquaintances and experiences without considering the other person's lack of knowledge with the topic or person. 	<ul style="list-style-type: none"> ▪ Engage child about what he/she has seen, heard, or done. ▪ Be certain a child gets to respond by intentionally waiting for the child to respond. ▪ Help child remember experiences using photographs, mementos, and re-told stories. ▪ Ask open-ended questions that encourage reflection (e.g. "What if...?" "How else could you do this?"). ▪ Provide play interactions with children and props that elicit previous experiences. ▪ Use photos to prompt routines such as hand washing, brushing teeth, putting away toys. ▪ Sing songs and tell/read stories with repeating lines or sequences of activities. ▪ Play "remember when" games. ▪ Write down family stories and read them back to the children. ▪ Play name word games and sing name songs to help children know one another's names. ▪ Rotate toys and activities based on input from children and their comments about past experiences.

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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).

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<p>First, Second, and Third Grades</p>	<p>Chooses among multiple past experiences, as well as imagined experiences, to plan for, interpret, and act on complex situations and decisions.</p>	<ul style="list-style-type: none"> ▪ Usually considers what others are thinking, their intentions, or motivations. ▪ Can recall at will. ▪ Plans activities and sets goals based on past experience. ▪ Uses concepts of time, including functional vocabulary to express time concepts. ▪ Sequences events and objects, using both forward and backward sequencing. ▪ Use conventional methods of measuring time to aid memory. ▪ Uses a wide vocabulary to facilitate the encoding/retrieving of memory. ▪ Chooses objects/documents for a journal or portfolio of special events or art work. ▪ Uses “What happened when?” and “What if” thinking to solve problems and gain information. ▪ Focuses on key ideas amid complex information (e.g. “If we want to study about this praying mantis, then we better look for insects with long legs.”). 	<ul style="list-style-type: none"> ▪ Support child’s autonomous exploration. ▪ Provide many and varied opportunities to use concepts about time, including vocabulary. ▪ Set up props and activities where children use hypothesis making, prediction, and experimentation. ▪ Involve child in selecting and planning field trips, speakers, and resources. ▪ Encourage child to draw on past experience to set goals and find solutions to problems. ▪ Plan time for children to play games where rules, negotiation, and conflict resolution demand problem solving. ▪ Introduce familiar and unfamiliar cultural experiences and customs. ▪ Select books, web resources, and classroom activities that offer a range of complexity. ▪ Encourage journals, photos, drawings, and collections to document travels or interests.