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See the How to Guide and the Example below for more searching tips!
How to Use This Guide

This guide has been divided into five main sections: The Iowa Early Learning Standards (IELS), the Iowa Quality Preschool Program Standards (IQPPS), the National Association for the Education of Young Children standards and accreditation criteria (NAEYC), the Head Start Program Performance Standards (HSPPS), and the Head Start Child Outcomes Framework (HSCOF). These five main sections along with each section’s index are listed above in the table of contents. Click the title of the section you would like to visit in the table of contents and it will take you to the beginning of that section.

At the beginning of each section there is a list of all videos along with a blurb about their content, the videos are listed alphabetically. Clicking on the video title will take you to the page that describes how each video demonstrates the standards within that section.

The information for each individual clip in the standard sections includes:

1. A chart with the standards addressed (some also include “Other Standards to Consider”);
2. The area of emphasis (e.g., Play and Senses or Curriculum Content Area: Early Literacy);
3. The actual wording from the standards that pertain to the video;
4. A short description of what happens in the video and how it relates to the standard being addressed.

Click the title of any section within the chart to see descriptions of how the video demonstrates those standards. Click any individual standard number to go to that section’s index to find other videos that demonstrate that same standard. See example below.

An index for each section has been included. The indices are at the end of the guide and are also separated by standard section (IELS, IQPPS, NAEYC, HSPPS, and HSCOF). Each index lists standard numbers (for IELS, IQPPS, NAEYC, HSPPS) or the standard’s text (HSCOF) with a list of all videos that highlight the standard. Click any video title to go back to the description page for the standard section you are browsing.

It is important to note that words in bold type come directly from the standards addressed in the video being described. Occasionally, minor adjustments in wording were made to facilitate ease of reading and logical sentence structure.

The lists of standards detailed with each video are meant to be illustrative, and are not intended to be exhaustive. Other standards may also apply.
EXAMPLE

Brushing Teeth

Standards in this video

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</table>

Click any standard number to go to the index for the section you are currently browsing. Use this to find other videos demonstrating that specific standard.

Use the descriptions (below) on each page to see the actual wording of a standard that pertains to a video along with a brief description of what happens in the video that is related to the standard (This particular example is for IELS standards):

7.1—Healthy and Safe Living

Children understand healthy and safe living practices.

Children in Ms. Nitchais-Reierson’s class follow healthy self-care routines (brushing teeth...).

As part of their daily routine, children in Ms. Nitchais-Reierson’s class brush their teeth, following Ms. Nitchais-Reierson’s lead.

7.4—Fine Motor Development

Children develop fine motor skills.

Ms. Nitchais-Reierson’s class uses hand-eye coordination to perform self-help and fine-motor tasks with a variety of manipulative materials.

Children brushing their teeth in Ms. Nitchais-Reierson’s class develop fine motor skills while they are learning an essential self-care routine.
# Iowa Early Learning Standards

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<td>Exploring Water</td>
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<td>Problem solving and math skills develop during an activity.</td>
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<td>How Many Are Here Today?</td>
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<td>Counting in Ms. Romig’s class provides rich learning opportunities.</td>
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<td>How to Draw Money</td>
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<td>Humpty Dumpty</td>
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<td>I Can Do This by Myself</td>
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<td>Let’s Share a Book</td>
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<td>I Love Science!</td>
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**Bold** text is taken directly from the standards.
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<td>Morning Message</td>
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<td>Three Beds and Four People</td>
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<tr>
<td>Which One is Missing?</td>
<td>(2:35)</td>
<td>A game that builds memory and reasoning skills.</td>
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**Bold** text is taken directly from the standards.
**Brushing Teeth**

(1:34)

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<td>9.2</td>
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</table>

7.1—Healthy and Safe Living

Children understand healthy and safe living practices.

Children in Ms. Nitchais-Reierson’s class **follow healthy self-care routines (brushing teeth...)**.

As part of their daily routine, children in Ms. Nitchais-Reierson’s class brush their teeth, following Ms. Nitchais-Reierson’s lead.

7.4—Fine Motor Development

Children develop fine motor skills.

Ms. Nitchais-Reierson’s class **uses hand-eye coordination to perform self-help and fine-motor tasks with a variety of manipulative materials.**

Children brushing their teeth in Ms. Nitchais-Reierson’s class develop fine motor skills while they are learning an essential self-care routine.

**Bold** text is taken directly from the standards
(Brushing Teeth continued)

9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

The children in Ms. Nitchais-Reierson’s class show increasing capacity to monitor their own behavior, following and contributing to classroom procedures...and...use materials purposefully, safely, and respectfully.

Children brushing their teeth in Ms. Nitchais-Reierson’s class follow her example without behavioral challenges. They use their toothbrushes in the manner they were intended to be used and complete the routine appropriately.
Building a Support

(1:48)

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<td>1304.21(c)(1)(iv)</td>
<td></td>
</tr>
</tbody>
</table>

7.4—Fine Motor Development

Children develop fine motor skills.

Children in Ms. Hansen’s class use **hand-eye coordination to perform...fine-motor tasks with a variety of manipulative materials.**

Several children in Ms. Hansen’s class work together to make a structure from No-Ends building materials.

8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

The children in Ms. Hansen’s class persist in and complete...self-initiated tasks, activities, projects, and experiences...and...maintain concentration on a task.

Children in Ms. Hansen’s class build an elaborate structure with No-Ends. The project draws the attention of more children who wish to contribute. Ms. Hansen points out that one side of the structure needs something to support it so it does not fall over and the children work to resolve the problem.

**Bold** text is taken directly from the standards
8.3—Problem Solving

Children demonstrate strategies for reasoning and problem solving.

Children in Ms. Hansen’s class recognize and solve problems through active exploration, including trial and error, and through interactions and discussions with peers and caregivers.

One of the boys constructing with No-Ends in Ms. Hansen’s class realizes that the structure needs something to support one wall. Ms. Hansen encourages the children to figure out what the wall needs to be supported. Savannah figures out a way to support the wall so it will not fall over.
building together

standards in this video

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7.4—Fine Motor Development

Children develop fine motor skills.

Two girls in Ms. Hansen’s class use hand-eye coordination to perform...fine-motor tasks with a variety of manipulative materials.

Two girls build a structure with No-Ends building materials. At times, the process involves disassembling part of the structure to use the pieces elsewhere. The task of taking apart and putting together the pieces requires careful work and coordination, thereby promoting fine motor development.

8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

Girls in Ms. Hansen’s class persist in...self-initiated...activities...

Two girls constructing with No-Ends show a great deal of persistence as they work continuously on their structure. When part of the structure falls down, one girl picks up the pieces and finds other places to put them.

9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Two girls in Ms. Hansen’s class sustain interactions with peers...

In Ms. Hansen’s class, two girls build a structure together. They do not discuss what they are building yet they work together to make the structure more elaborate.

**Bold** text is taken directly from the standards
Can I Play?  

Standards in this video

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</tbody>
</table>

8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

The children in Ms. Hand’s class **persist in...caregiver-directed...tasks**

Several children choose to hammer golf tees into a pumpkin that Ms. Hand set up as a center time activity. The large number of tees already in the pumpkin indicates many children have been persistent in hammering tees into the pumpkin.

9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Children in Ms. Hand’s class **sustain interactions with peers...and...develop friendships with other peers.**

Several children are gathered around a pumpkin hammering golf tees into it. The children have a conversation with a classroom associate about what they are doing. When Kyla wants to join the group, the children welcome her and provide her with the materials she needs to participate in the activity.

9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

The children in Ms. Hand’s class demonstrate **that they value others within the classroom/program.**

The children hammering golf tees into a pumpkin have a conversation with the classroom associate. When Kyla wants to join the group, the children accept her and one girl gives Kyla a hammer while the associate gives Kyla some golf tees.

**Bold** text is taken directly from the standards
Cleaning Up Spilled Milk

Standards in this video

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8.3—Problem Solving

Children demonstrate strategies for reasoning and problem solving.

Kyler solves problems...through interactions and discussions with...caregivers.

During breakfast, Kyler spills milk on the table. When he begins to apologize, Ms. Schaefer assures him that “it’s okay.” She hands Kyler a towel and encourages him to “take care of it.” Kyler notices that his napkin is soaked and asks Ms. Schaefer what he can do about it. She encourages Kyler to think about where he could get a clean napkin and Kyler goes to get another one.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Kyler interacts comfortably with a range of familiar caregivers...accepts guidance, comfort, and directions from a range of familiar caregivers...shows trust in familiar caregivers...and...seeks help as needed from familiar caregivers.

Kyler is comfortable talking with Ms. Schaefer. He tells her that he is going to put the foil that was covering the plate of pancakes on the floor to get it out of the way. When he spills milk on the table, he is apologetic, but Ms. Schaefer simply helps Kyler clean up the spill. She hands him a towel and encourages him to “take care of it.” Ms. Schaefer also helps Kyler figure out where he can get another napkin when he discovers his is soaked with milk.

**Bold** text is taken directly from the standards
Clean Up Time

(2:22)

9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Children in Ms. Wignall’s class show responsibility as members of a community by working together to pick up the classroom.

Ms. Wignall explains to children in her class that when they have finished picking up things they were playing with, they can help their friends pick up as well.

11.6—Measurement

Children understand comparisons and measurement.

Children in Ms. Wignall’s class sort and classify...objects...using a variety of properties.

During cleanup time, Ms. Wignall takes the opportunity to demonstrate sorting according to type of food; fruit or vegetable. She guides children in cleaning up the grocery store center and uses two baskets to sort the fruit toys and the vegetable toys. Children use shape, size and color to classify the toys as either “fruit” or “vegetable”.

**Bold** text is taken directly from the standards
Creating Patterns

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8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

A boy in Ms. Carlat’s class **persistence in...self-initiated...activities**.

A boy creates a pattern with pegs. He has a clear idea of the red/orange pattern that he wants to make and carefully calculates how to keep the pattern consistent as evidenced by counting empty spaces before placing a peg.

8.3—Problem Solving

Children demonstrate strategies for reasoning and problem solving.

A boy **recognizes and solves problems through active exploration**...

As a boy develops his grid pattern, he takes the time to analyze the pattern on one part of the grid, then counts spaces and decides if he needs a red peg or an orange peg to continue the pattern.

11.2—Patterns

Children understand patterns.

A boy in Ms. Carlat’s class **shows skills in recognizing and creating some patterns**...and...**predicts what comes next in a pattern**...

A boy playing with a grid has created an alternating pattern of red and orange pegs. When he wants to continue the pattern on a different part of the grid, he counts spaces to determine what color should go next in the pattern.

**Bold** text is taken directly from the standards
**Exploring 3D Shapes**

(1:59)

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7.2—Play and Senses

Children engage in play to learn.

Children in Ms. Carlat’s class **use sight...to... discriminate between, explore, and experience activities and materials.**

Ms. Carlat reviews the names of different three-dimensional shapes with a small group of children. She shows them several different types of rectangular prisms and cylinders and then shows them a shape that a child believes is a pyramid. Ms. Carlat shows the children a pyramid and they compare the two shapes. After some discussion, they determine that the new shape is a prism, not a pyramid.

8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Children in Ms. Carlat’s class **explore...activities...with eagerness...and a... willingness to try new challenges.**

The children exploring shapes with Ms. Carlat show enthusiasm when exploring the differences between pyramids and triangular prisms. They visually discriminate the differences and similarities between the two, count the number of sides and determine that one shape is a pyramid and one is a prism.

**Bold** text is taken directly from the standards
(Exploring 3D Shapes continued)

11.3—Shapes and Spatial Relationships

Children understand shapes and spatial relationships.

A group of children in Ms. Carlat’s class shows... recognition for some simple shapes... and... notices similarities and differences among shapes.

The children in Ms. Carlat’s small group easily identify the faces of the three-dimensional shapes she presents. When she presents them with a pyramid and a triangular prism, they notice that both shapes have triangular faces. With some guided discovery, the children realize that what one child initially termed as a pyramid is in fact a triangular prism.
**Exploring Water**

(2:01)

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**8.1—Curiosity and Initiative**

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Isaiah explores and experiences activities...with eagerness...independence...and inventiveness.

Isaiah’s curiosity and interest are evident when he discovers water coming out of a hole in a cup at the water center. He explores the environment by using a baster to put water in different containers as he demonstrates the skill to his friend Ava. Isaiah experiences the role of teacher when he explains to Ava how to use the baster and then explains the skill again when Ava’s first attempt is unsuccessful.

**9.4—Peer Interactions**

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Isaiah sustains interactions with peers...develops friendships...and takes turns with others.

Isaiah forms a teacher/student relationship with his friend Ava. Isaiah sees that Ava is having difficulty drawing water into the baster and he takes turns with her in order to describe what he is doing to draw the water into the baster. When Ava is not completely successful in using the baster, Isaiah offers to demonstrate its use again and then asks Ava if she “gets it”.

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**Bold** text is taken directly from the standards
10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Isaiah *initiates, listens, and responds appropriately...* to Ava.

Isaiah uses his communication skills to describe to Ava how to use the baster. Isaiah respectfully asks her to use the baster and communicates the method he uses to draw water into the baster. When Ava doesn’t get the baster to work completely, Isaiah again explains what he is doing in slightly different terms as well as offering validation for Ava’s efforts (e.g., “Now leave it like you were doing it”).

*Bold* text is taken directly from the standards
Gas Station

(1:23)

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11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

Children show recognition and naming of numerals... and...matching numbers one-to-one...

A girl pulls her car into a gas station being staffed by a classroom associate. When the associate asks the girl how many dollars worth of gas she wants, the girl replies, “Fifteen, sixteen, seventeen!” The associate asks the girl to count with her and as the associate turns a crank on the toy gas pump, they count each turn of the crank (which rings a bell).

A boy comes to the gas station next and says he wants ten dollars of gas. The associate repeats the same procedure and encourages the boy to count with her as she turns the crank.

12.3—Dramatic Play

Children engage in dramatic play experiences.

Children show creativity and imagination to use materials and assume different roles in dramatic play situations...and ...interact...in dramatic play activities that become more extended and complex.

Children playing with tricycles and cars they move with their own legs begin to line up at a gas pump where a classroom associate offers to fill up their vehicles with gas. The associate asks how many dollars of gas each child would like and then counts to the number the child says. The associate then asks for payment for the gas. The first girl starts to leave without paying and the associate says that she’ll put the bill on the girl’s credit card. The boy that comes to the pump next tells the associate that the gas tank on his car is in the front and pays the associate for the gas when his tank is full.

Bold text is taken directly from the standards
Graphing with Blocks

(3:40)

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8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

Children in Ms. Carlat’s class...**persist in...activities**...

During group time, Ms. Carlat’s class makes a graph of preferred activities. Each child has an opportunity to place a block on the graph indicating his or her preferred activity to do with a friend. The children remain engaged throughout the multi-step process of creating the graph.

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

Ms. Carlat’s class **shows recognition and naming of numerals... counts objects, matching numbers one-to-one with objects... and...uses language such as more or less to compare quantities.**

When the children in Ms. Carlat’s class finish voting for which of four activities is their favorite, Ms. Carlat asks different children to count the number of blocks (used for voting) corresponding to each activity. Then Ms. Carlat asks another child to write the number of blocks in each row. Ms. Carlat engages the children in making comparisons and data analysis when she asks children what the class likes to do the most, and which two activities the class likes the least.
(Graphing with Blocks continued)

11.6—Measurement

Children understand comparisons and measurement.

Ms. Carlat’s class makes comparisons among several objects based on one or more attributes...such as...length...

The children in Ms. Carlat’s class have placed their blocks on a graph to indicate their preferred activity to do with a friend. Ms. Carlat asks the children to think about how they can tell which activity is the most preferred by looking at the graph. When the children tell her which activity is the most preferred, she affirms their answer by pointing out that the longest line on the graph indicates the preferred activity.
Gross Motor Supervision and Interaction

(1:08)

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7.2—Play and Senses

Children engage in play to learn.

Children in Ms. Romig’s class **participate in a variety of...play activities that increase strength, endurance, and flexibility.**

Children in Ms. Romig’s class have variety of activities to choose from that develop strength, endurance and flexibility. Children ride trikes, throw and catch balls and pull a wagon with other children riding inside.

7.3—Large Motor Development

Children develop large motor skills.

Children in Ms. Romig’s class **show control and balance in locomotor skills, such as walking...and ...running.** They also show **abilities to coordinate movements with balls such as throwing...and ...catching.**

Several children walk and run during large motor time. A girl plays catch with Ms. Romig using a comet ball.

**Bold** text is taken directly from the standards.
(Gross Motor Supervision and Interaction continued)

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Children in Ms. Romig’s class interact comfortably with...familiar caregivers and accept guidance...and directions from...familiar caregivers.

Ms. Romig reminds a boy that if he wants to ride a trike, he needs to stay on the designated track, and the boy affirms his understanding and proceeds to the track. One boy is about to start pulling two of his friends in a wagon when Ms. Romig notices that one boy is not sitting down. She reminds the boy pulling the wagon (and the boy not sitting) of the safety rules for the wagon. The boy inside the wagon sits down and his friend begins to pull the wagon.
Guess the Tool

7.2—Play and Senses

Children engage in play to learn.

Children in Ms. Fisher’s class use sounds to discriminate between, explore, and experience activities...

Ms. Fisher reminds children of how their senses are used and encourages them to think about how they can use their senses to learn about things. Using their sense of hearing, the children listen to the sounds of different power tools and make predictions about what kind of tool is making the sound.

8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

The children in Ms. Fisher’s class explore and experience activities...with eagerness, flexibility...and...imagination...

Ms. Fisher has hidden several power tools under a box. She tells the children in her large group that they will only be able to use their sense of hearing to get clues as to what tool is making a sound under the box. The children share their ideas of which tools make which sounds.

11.4—Scientific Reasoning

Children observe, describe, and predict the world around them.

Children in Ms. Fisher’s class notice, describe, and predict...
How Can You Solve That?

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8.3—Problem Solving

Children demonstrate strategies for reasoning and problem solving.

Several boys in Ms. Hoffman’s class recognize and solve problems...through interactions and discussions with peers and caregivers.

When the boys discover that the Lego container in their classroom needs to be cleaned, they tell Ms. Hoffman about the problem and express a desire to solve that problem. Ms. Hoffman guides them in determining what they will need to clean the container, thus solving the problem.
How Do They Fit?

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9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Brian interacts comfortably with... and... shows trust in familiar caregivers.

When Ms. Nitchais-Reierson asks Brian about the design he chose for the activity his group has been working on, he shows a high level of comfort and trust explaining his work to her.

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Brian shows an increase in listening and speaking vocabulary... he... listens, and responds appropriately in conversations... and... answers a variety of question types.

Brian shows comprehension of the word “horizontal.” When Ms. Nitchais-Reierson asks him how many of his pieces of paper are horizontal, he confirms her intended meaning by asking “like this?” and moving his finger in a side to side motion. Ms. Nitchais-Reierson asks questions such as “How did you put that together?”, “Did you put your blocks horizontal or vertical?” and “How many blocks did you use altogether?”

**Bold** text is taken directly from the standards
11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

Brian **matches numbers one-to-one with objects.**

When Ms. Nitchais-Reierson asks Brian how many pieces of paper he used to create his design, he touches each rectangle as he counts to eight, demonstrating one-to-one correspondence.
How Many Are Here Today?

(1:52)

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9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Garrett shows that he values others within the classroom and shows responsibility as a member of a community.

Garrett takes responsibility for doing his job by helping Ms. Romig count the number of children at preschool. He values others in the classroom by noticing who is not at preschool and telling Ms. Romig the names of those children.

10.3—Early Writing

Children engage in early writing experiences.

Garrett attempts to communicate with others using scribbles, shapes, pictures, and/or letters to write.

Garrett copies the numbers that Ms. Romig writes on the board, signifying the number of children at preschool. Ms. Romig then writes a “2” signifying the number of children absent. Garrett’s attempt to write “2” on the board is acknowledged by Ms. Romig.

Bold text is taken directly from the standards
11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

Garrett counts objects, matching numbers one-to-one with objects.

Garrett counts children in his class by placing his hand on his own chest and counting "1". He then places his hand on the head of each child as he counts, solidifying the one-to-one correspondence.
How Many Now?

Children understand amount, including use of numbers and counting.

Children in Ms. Blohm’s class count objects and match numbers one-to-one with objects.

Ms. Blohm uses cutout animals to help tell a story. These cutout animals enhance the telling of the story and provide an opportunity for the children to count as more animals are added to the pond.

11.2—Patterns

Children understand patterns.

Ms. Blohm’s class shows skills in recognizing and creating...patterns.

Ms. Blohm describes the progression of ocean to lake to pond. She encourages children to understand the size comparisons by using arm and hand movements. She models “the great big ocean” by spreading her arms wide and asking the children to show her the same gesture. Ms. Blohm brings her arms closer to her body while showing “the medium sized lake” and the children imitate her actions. Finally she cups her hands close together to describe the “little bitty pond.”
How to Draw Money

(2:49)

9.2—Self Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Jade manages transitions and changes to routines.

Jade transitions easily when the time to clean up comes. She takes her drawing to the classroom associate’s cubby so she can finish it later.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Lily and Jade interact comfortably with a range of familiar caregivers... accept guidance... and directions from a range of familiar caregivers... show trust in familiar caregivers... and...seek help as needed from familiar caregivers.

Jade wants to draw a picture of money, but doesn’t know how to duplicate what her friend Lily is drawing. She asks the classroom associate for help and the associate helps Jade think about how she could draw money. She validates Jade’s choice to color over the picture of a face that she drew, because she does not want the face on her money.

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Bold text is taken directly from the standards
10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Two girls initiate, listen, and respond appropriately in conversations with peers and caregivers...and ask and answer a variety of question types.

Both girls respond to questions that the associate poses to them. They answer questions about whether they want to draw coins or paper money, what shape the money is and what it will look like. Lily insists that the paper money must have a face on it, while Jade chooses to draw over the face she has created.
**Humpty Dumpty**

(2:16)

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8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

Children in Ms. Katter’s class **persist in and complete a variety of...caregiver-directed...tasks, activities, projects, and experiences...and...maintain concentration on a task.**

A reading activity in Ms. Katter’s class engages the children in such a way that their attention and focus remains strong through the entire activity.

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

The children in Ms. Katter’s class **show a steady increase in listening and speaking vocabulary.**

The children in Ms. Katter’s class have a discussion about eggs before reading “Humpty Dumpty.” Children tell Ms. Katter different things they know about eggs (they can crack, rotten eggs smell bad, etc.). They experience words like “yolk” in their discussion.

**Bold** text is taken directly from the standards.
10.2—Early Literacy

Children engage in early reading experiences.

Children in Ms. Katter’s class display book handling knowledge (...using left to right sweep ... ).

During a group reading session in Ms. Katter’s class, she asks the children where they will start reading “Humpty Dumpty”. The children answer “at the top!” She then indicates with a pointer the left and right side of the text and asks which side they start reading on, and the children indicate the left side.
I Can Do This by Myself

(5:15)

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7.4—Fine Motor Development

Children develop fine motor skills.

A boy in Ms. Carlat’s class uses hand-eye coordination to perform...fine-motor tasks with a variety of manipulative materials.

A boy in Ms. Carlat’s class uses his fine motor skills as he carefully turns the pieces to put a puzzle together.

8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

A boy in Ms. Carlat’s class persists in and completes...self-initiated tasks...and...maintains concentration on a task.

A boy putting a puzzle together in Ms. Carlat’s class is not immediately successful. He persists over a period of several minutes and completes the puzzle. During that time, his concentration is completely focused on finishing the puzzle.

9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

A boy shows increasing capacity to monitor...his...own behavior... and...uses materials...respectfully.

During center time, a boy in Ms. Carlat’s class works quietly by himself to complete a puzzle. When he finishes the puzzle, he places it back on the shelf where he found it.

**Bold** text is taken directly from the standards
**I Can Read!**

(6:37)

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9.1—Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Sam *shows increasing confidence and independence in...tasks and...expresses pride in accomplishments.*

Sam chooses to read “The Very Hungry Caterpillar” on his own. When he finishes the book, he exclaims “I can read!” and rushes to find his teachers to share the excitement of his discovery.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Sam *interacts comfortably with a range of familiar caregivers.*

Sam is excited to tell his teachers that he can read “The Very Hungry Caterpillar” by himself. When Ms. Thompson asks Sam to read the book to her, he eagerly sits beside her and begins to read.

10.2—Early Literacy

Children engage in early reading experiences.

Sam *shows an interest and enjoyment in listening to books and attempts to read familiar books.*

Sam’s enjoyment of “The Very Hungry Caterpillar” is revealed when he chooses to read the book several days after Ms. Thompson reads it to his class.

**Bold** text is taken directly from the standards
**I Like You! I Like You!**

(3:39)

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8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

Paige **persistence in and completes...self-initiated...activities.**

Paige decides to write a note to her friend Ava with pictures that she draws of the two of them together. She wants to write “I like you! I like you! I love you! I love you!” on the note, but doesn’t know how to spell all of the words. Her teacher helps her spell the words and Paige persists in completing the note.

9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Paige **shows that she values others within the classroom...**

Paige wants to let her friend Ava know how she feels about her. She writes a note telling Ava “I like you!” and draws a picture of the two of them together.

**Bold** text is taken directly from the standards
(I Like You! I Like You! continued)

12.1—Art

Children explore art through a variety of media.

Paige uses two-dimensional media (drawing materials) to create original work and meaning. She relates artwork to what is happening in the environment, life, classroom, etc.

Paige uses a pencil and paper to write a note and draw a picture for her friend Ava. Her creation is an expression of her friendship with Ava. The picture that Paige draws shows Ava standing with Paige and the two are holding hands. Paige writes the phrase “I like you!” on the picture.
8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Emma explores and experiences activities and ideas with eagerness... and...independence...

Emma’s curiosity is evident in the excitement she shows in discovering a new bone as well as when she discovers that a drinking straw floats.

9.1—Self

Children express a positive awareness of self in terms of specific abilities, characteristics and preferences.

Emma expresses sense of self in terms of specific abilities...and...expresses pride in accomplishments.

Emma states that she "is for sure a paleontologist now." She shows her preference for certain activities by enthusiastically stating “I love science!”

**Bold** text is taken directly from the standards
9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Emma interacts comfortably with...caregivers.

Emma shares her excitement over finding a new bone with her teacher. She also shares her discovery with her teacher that a drinking straw floats.
I Want to Play

(3:46)

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9.1—Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Tjaden expresses needs, wants, and feelings in socially appropriate ways...and...shows increasing confidence and independence in a variety of tasks and routines...

Tjaden wants to play a game that Kaylee has. He expresses this by following Kaylee and trying to take pieces used to play the game. Ms. Schaefer observes that Kaylee appears uncomfortable with Tjaden’s behavior and helps Kaylee tell Tjaden that she does not like what he is doing. Ms. Schaefer then asks if Tjaden would like to wait for a turn or get another set of materials to play the game. Ms. Schaefer gets a tray used in the game while Tjaden finds small animals to put in the tray.

9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Tjaden states...needs...in difficult situations without harming self, others, or property.

Ms. Schaefer helps Tjaden clarify his intentions when he tries to play with game pieces that his friend Kaylee has. Tjaden decides that instead of waiting for a turn with the game Kaylee has, he would like to start one of his own. Ms. Schaefer gets a tray for him to use and encourages him to find small animal figures for the game. Tjaden then tells Ms. Schaefer he would like to play the game with her.

**Bold** text is taken directly from the standards
(I Want to Play continued)

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Tjaden accepts guidance...and directions from...familiar caregivers.

Tjaden gives Ms. Schaefer his attention when she tells him that Kaylee does not like to be followed around. When Tjaden expresses that he would like another set of materials to play a game that Kaylee has, Ms. Schaefer encourages Tjaden to find animals to play the game and she finds a tray for them to use.
If I Say Please

(2:53)

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8.3—Problem Solving

Children demonstrate strategies for reasoning and problem solving.

Isaiah and Cody recognize and solve problems...through interactions and discussions with peers and caregivers.

When Isaiah and Cody realize they cannot agree who will play with a particular toy, Ms. Schuhmacher guides them to discuss their feelings. Each boy states the way he views the conflict, and Ms. Schuhmacher facilitates the discussion they have that leads to a mutually agreeable solution.

9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Isaiah and Cody state feelings, needs, and opinions in difficult situations without harming self, others, or property.

Isaiah and Cody both want to play with the same toy. Ms. Schuhmacher guides their discussion about how to resolve the disagreement. The boys express their thoughts and feelings in constructive ways and their language is free from bias and judgment.

**Bold** text is taken directly from the standards
(If I Say Please continued)

9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Isaiah and Cody sustain interactions with peers...develop friendships with other peers...negotiate with others to resolve disagreements... and take turns with others.

Isaiah and Cody work together with Ms. Schuhmacher to resolve their disagreement over a toy. The boys express their needs in the situation, and tell each other what they would like in order to resolve the disagreement. Once they both agree on a solution, the boys continue to play with each other and the toy that was in dispute. They take turns and figure out a way they can both play with the toy.
If You See a Snake

(1:27)

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7.1—Healthy and Safe Living

Children understand healthy and safe living practices.

Ava **demonstrates safe behaviors regarding environment**...

Ms. Nitchais-Reierson tells some children about a time when she saw a snake in a park and ran away from it. Ava tells Ms. Nitchais-Reierson that she should have stood still so she didn’t scare the snake while it was moving away from her because it might want to bite her.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Ava **interacts comfortably with...familiar caregivers**.

Ava has no reservations about telling Ms. Nitchais-Reierson that she should stand still when she sees a snake. Ava feels free to share her ideas with Ms. Nitchais-Reierson in a very candid way.

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Ava...**listens, and responds appropriately in conversations with peers and caregivers**.

When Ms. Nitchais-Reierson relates a story about seeing a snake in a park, Ava waits until she is finished with her thought to share her own ideas. She suggests a different way Ms. Nitchais-Reierson could have handled the situation. When another girl tells a similar story, Ava listens to what her friend has to say.

**Bold** text is taken directly from the standards
**Labeling Seeds**

(2:56)

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9.1—Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

A boy **expresses needs...in socially appropriate ways.**

Children in Ms. Gehrke’s class plant seeds during center time. One boy forgets to label the pot his seeds are planted in. Ms. Gehrke asks him what he needs to do so everyone knows what is growing in the pot. He replies that he needs to write the word “corn” on the side of the pot. As Ms. Gehrke moves away to help another child, the boy says, “I don’t know how to write ‘corn’.” When Ms. Gehrke does not hear his statement, the boy asks a girl planting seeds next to him how to write “corn”.

**Bold** text is taken directly from the standards
9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

A boy sustains interactions with peers and develops friendships with other peers.

When a boy wants to label a pot of seeds he just planted, he asks a girl planting seeds how to write the word “corn”. She begins to spell the word for him as she examines the package the seeds came in, then she offers, in a friendly and respectful manner, to write the word for him.

10.3—Early Writing

Children engage in early writing experiences.

Children in Ms. Gehrke’s class attempt to communicate with others using...letters...use...a variety of writing tools...and...tell others about the intended meaning of...writing.

A girl in Ms. Gehrke’s class uses a marker to write the word “corn” on the side of the pot she just planted seeds in using the seed package as a guide. When Ms. Gehrke asks a boy what he needs to do so that others will know what he planted in his pot, he replies, “I need to write ‘corn’.”
Let's Share a Book

(2:55)

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9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

A girl interacts comfortably with a range of familiar caregivers and accepts guidance from a range of familiar caregivers.

A girl asks a classroom associate to read a favorite book with her. The girl looks through several books in the reading center without finding what she is looking for. The associate asks which book she would like and when the girl replies, “Brown Bear, Brown Bear” the associate directs the girl’s attention to a different part of the center where she finds the book. The girl then brings the book to the associate, climbs into her lap and they begin to read the book together and look at class-made characters from the book displayed on a nearby wall.

10.2—Early Literacy

Children engage in early reading experiences.

A girl shows an interest and enjoyment in listening to books and attempts to read familiar books... displays book handling knowledge... and demonstrates comprehension of a book.

A girl reading “Brown Bear, Brown Bear” with a classroom associate is very attentive to the illustrations in the book. She looks to a nearby wall where the child-made characters from the book are displayed. She helps the associate turn the pages and she sings the words of the book with the associate.

Bold text is taken directly from the standards
(Let’s Share a Book continued)

12.2—Music, Rhythm, and Movement

Children participate in a variety of music and movement experiences.

A girl participates in a variety of musical and rhythmic experiences, including singing...

A girl wants to read “Brown Bear, Brown Bear” with a classroom associate. They sing the words of the book as the girl makes connections between the illustrations in the book and the class-made characters on a nearby wall.
Look What We Have Made

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8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Children in Ms. Romig’s class explore and experience activities and ideas with eagerness, flexibility, imagination, independence, and inventiveness.

A girl consults the class’s “Look What We Have Made!” book when she wants an idea for building a castle. Initially she does not find anything to model her castle after, but another boy states that he has an idea for constructing the castle. The children consult the book again and create an elaborate castle. A classroom associate takes a picture of the structure with the children behind it so that the picture can be added to the “Look What We Have Made!” book.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Children in Ms. Romig’s class interact comfortably with a range of familiar caregivers...accept guidance... from...familiar caregivers and show trust in familiar caregivers.

The children in Ms. Romig’s class are comfortable working with a student teacher. They follow her suggestion to browse the “Look What We Have Made!” book to get ideas for building a castle. They show no reservations in working closely with the student teacher.

Bold text is taken directly from the standards
**Bold** text is taken directly from the standards

(Look What We Have Made continued)

10.2—Early Literacy

Children engage in early reading experiences.

Children in Ms. Romig’s class attempt to read familiar books and display book handling knowledge by turning the book right side up...and turning one page at a time.

The girl who looks at the “Look What We Have Made!” book in the beginning of the clip shows her proficiency in book handling. When other children are looking at the book, they also demonstrate proper book handling as well.
Looking at Shapes (4:13)

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8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Children in Ms. Carlat’s small group **explore...activities and ideas with eagerness...**

Ms. Carlat shares a book entitled “Solid Shapes” with a group of children in her class. The children are very engaged and curious about the shapes in the book and how they can see examples of those shapes in the world around them.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

The children in Ms. Carlat’s small group **interact comfortably with...familiar caregivers...and...accept guidance...and directions from...familiar caregivers.**

Children in Ms. Carlat’s small group feel comfortable asking her questions and sharing their ideas with her. They are receptive to her re-direction when they all want to share their ideas at the same time.
(Looking at Shapes continued)

11.3—Shapes and Spatial Relationships

Children understand shapes and spatial relationships.

A small group of children in Ms. Carlat’s class shows more recognition for some simple shapes...and...notices similarities and differences among shapes.

The children in Ms. Carlat’s small group identify shapes on the faces of three-dimensional shapes (triangle on a pyramid, square on a cube). The children begin to describe some of the shapes in terms of familiar objects. One child mentions that a cone looks like an upside down ice cream cone, while another child says that a sphere looks like something his dad uses to exercise. Ms. Carlat asks a girl if her dad works in a building similar to one shown in the book. When the girl confirms he does, Ms. Carlat points out that the building shape is a rectangular prism.
Making a Telescope

(3:21)

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7.4—Fine Motor Development

Children develop fine motor skills.

A girl uses hand-eye coordination to perform...fine-motor tasks with a variety of manipulative materials... and...shows increased skills in using scissors and writing tools for various learning activities.

A girl decides to make a telescope by rolling up a piece of paper. She has a piece of tape ready to hold the telescope together, but runs into some challenges manipulating the tape while keeping the paper rolled for the telescope. The girl asks a student teacher to hold the rolled paper while she cuts pieces of tape with a pair of scissors to secure the rolled paper. This self-selected activity provides multiple opportunities to practice fine motor skills.

8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

A girl in Ms. Carlat’s class persists in and completes...projects...

A girl in Ms. Carlat’s class wants to make a telescope by rolling up a piece of paper. She sticks a piece of tape on the edge of the table before she rolls the paper. She decides to re-roll the paper and then picks up the tape to secure the rolled paper. The tape sticks to her fingers in ways she does not anticipate and while she works with the tape, her paper unrolls itself. Eventually she enlists the help of a student teacher who holds the roll while the girl cuts pieces of tape to secure it. She demonstrates persistence throughout this activity as she deals with unexpected challenges.

Bold text is taken directly from the standards
(Making a Telescope continued)

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

A girl in Ms. Carlat’s class interacts comfortably with a range of familiar caregivers... accepts guidance, comfort, and directions from a range of familiar caregivers... and... shows trust in familiar caregivers...

When a girl runs into difficulty while making a telescope by rolling a piece of paper, she seeks help from a student teacher. She asks the student teacher to hold her telescope so she can cut pieces of tape and secure the telescope without it unrolling.
Measuring with Pumpkins

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8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

Children persist in and complete a variety of both caregiver-directed and self-initiated tasks, activities, projects, and experiences... and...maintain concentration on a task.

Children in Ms. Hand’s class discover how tall they are by using pumpkins to measure their height. Ms. Hand offers to let the children see how many pumpkins tall she is and then the children begin measuring each other’s height. Several children line up to be measured as well as to count while measuring other children.

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

Children in Ms. Hand’s class show recognition and naming of numerals...and...use language such as more or less to compare quantities.

The children counting pumpkins to measure height in Ms. Hand’s class have numbers printed on each pumpkin to assist them with counting. Before measuring the height of one of his friends, a boy predicts, “I think she’s probably littler.”

11.6—Measurement

Children understand comparisons and measurement.

Children in Ms. Hand’s class make comparisons among several objects based on one or more attributes (length...) ...using words such as shorter, taller...

The children in Ms. Hand’s class have just discovered that Logan is eleven pumpkins long. As they prepare to see how many pumpkins long Kyla is, one boy says, “I think she’s probably littler.”

Bold text is taken directly from the standards.
**Morning Group Job Chart**

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8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

Children in Ms. Romig’s class **persist in and complete a variety of caregiver-directed...tasks, ...activities, ...and experiences.**

When Ms. Romig draws her class’s attention to the job chart, she encourages the children to read the name of the child responsible for a certain task. Cards with a picture representation of the task as well as the name of the task follow the children’s names so they can see which job they are responsible for.

9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Children in Ms. Romig’s class **show early understanding of...the welfare of the community and its members...and show responsibility as a member of a community.**

The children in Ms. Romig’s class learn the importance of responsibility by completing assigned tasks that contribute to the welfare of their classroom community.

**Bold** text is taken directly from the standards
(Morning Group Job Chart continued)

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Children in Ms. Romig’s class show a steady increase in listening vocabulary. They also listen and respond appropriately in conversations with...caregivers...and answer a variety of question types.

The children in Ms. Romig’s class understand positional words such as “top” and “under”. When Ms. Romig asks the class whose name is on top of the job chart, the appropriate child raises her hand and waits for Ms. Romig to ask what her job is for the day. She then asks the class whose name is under the previous one. The children answer questions related to individual names, position of the name in relation to others, and the job to be performed that day.

**Bold** text is taken directly from the standards
**Morning Message**

(1:53)

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9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Children in Ms. Kimpston’s class interact comfortably with a range of familiar caregivers and accept guidance and directions from a range of familiar caregivers.

Ms. Kimpston leads the children in her class in their morning sentence. The children interact with her comfortably. They respond to Ms. Kimpston’s questions about the mechanics of writing a sentence. The children are also responsive when Ms. Peterson points out that the word “chicks” was in another book the class read together.

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Children in Ms. Kimpston’s class show a steady increase in listening and speaking vocabulary. Listen, and respond appropriately in conversations with caregivers. And answer a variety of question types.

As the children work with Ms. Kimpston to write their morning sentence, they use phrases like “capital letter” and “finger space”. Ms. Kimpston asks the children a variety of questions including, “What does a sentence start with?” and “Where do I need to go?” and the children respond appropriately.

**Bold** text is taken directly from the standards
(Morning Message continued)

10.2—Early Literacy

Children engage in early reading experiences.

The children in Ms. Kimpston’s class demonstrate awareness that language is made up of words, parts of words, and sounds in words.

Ms. Kimpston models for her class the sounds that letters make and how those sounds create words. This is evident when she breaks down the word “chicks” into individual sounds and works with the children until they sound out the word.
**My Machine**

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9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

A boy *relates positively to, interacts comfortably*... with and *shows trust in familiar caregivers*.

A boy builds with blocks and wants to show his creation to the classroom associate. He built a machine from blocks and explains to the associate how the machine works and what it does.

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

A boy in Ms. Romig’s class *shows a steady increase in listening and speaking vocabulary*... *listens and responds appropriately in conversations with*...caregivers...*speaks in sentences*...and answers a variety of question types.

A boy in Ms. Romig’s class listens to questions the classroom associate has about the machine he made from blocks. He responds to her in complete sentences and answers the different types of questions that she asks.

**Bold** text is taken directly from the standards
(My Machine continued)

12.1—Art

Children explore art through a variety of media.

A boy uses a variety of three-dimensional media (wood) to create original works, form, and meaning and expresses ideas about his artwork.

A boy uses wooden blocks to create a machine that makes other wooden blocks. He explains what the machine does to a classroom associate and answers her questions about how the machine works.
### Name Cards

(1:53)

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**10.2—Early Literacy**

Children engage in early reading experiences.

Children in Ms. Schaefer’s class **identify some alphabet letters by their shapes, especially those in his/her own name.**

Ms. Schaefer has the names of children in her class written on cards. During a transition, she holds up a card and asks the child whose name is on the card to tell her how old he or she is.

**11.1—Comparison and Number**

Children understand amount, including use of numbers and counting.

The children in Ms. Schaefer’s class **show recognition and naming of numerals (1, 2, 3).**

During a transition, Ms. Schaefer holds up cards with children’s names on them. She asks the child whose name is on the card to tell her how old he or she is. Some children respond verbally and some hold up fingers. When a child holds up his or her fingers, Ms. Schaefer asks, “And how many is that?” and the child responds with the correct number.

**Bold** text is taken directly from the standards
**Name Cards 2**

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9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Children in Ms. Hansen’s class **show responsibility as a member of a community.**

Ms. Hansen reviews the list of classroom helpers with her class. Children have different responsibilities in the classroom such as “people counter” and “substitute helper.” This gives children a sense of responsibility to the classroom community and to each other.

10.2—Early Literacy

Children engage in early reading experiences.

The children in Ms. Hansen’s class **identify some alphabet letters by their shapes, especially those in his/her own name.**

Ms. Hansen shares with her class who the helpers are for the day. She holds up a name card for the children to recognize and then she points to the first letter in the child’s name and asks the child to identify the first letter. When the child answers, Ms. Hansen reinforces the sound that the letter makes (“Dawson, do you know what this letter is? That’s right. It’s a ‘D’ and it says ‘duh, duh, duh’”).

**Bold** text is taken directly from the standards
Paper Airplanes

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9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

A boy in Ms. Carlat’s class **shows that he values others within the classroom...**

A boy begins making several paper airplanes. When he is finished, he shows Ms. Carlat the stack of paper airplanes he made. Together, they count the airplanes and discover that he folded one for each child and teacher in the classroom with one extra airplane.

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

A boy in Ms. Carlat’s class **counts objects, matching numbers one-to-one with objects.**

A boy in Ms. Carlat’s class is trying to figure out if he made enough paper airplanes for every child and every teacher in the class. There are eighteen children in class and five teachers. Ms. Carlat holds up five fingers and encourages the boy to start counting at nineteen. When he reaches the number twenty-three, Ms. Carlat suggests they count the airplanes to see if there are enough for everyone. They discover he made twenty-four airplanes.

**Bold** text is taken directly from the standards
12.1—Art

Children explore art through a variety of media.

A boy in Ms. Carlat’s class expresses ideas about his own artwork...and...relates his artwork to what is happening in the...classroom.

A boy in Ms. Carlat’s class proudly shows Ms. Carlat a stack of paper airplanes he made. He wants to share his interest in making paper airplanes with his friends and teachers and he makes an airplane for every child and teacher in the class, plus an extra one.
Playing a Card Game

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8.3—Problem Solving

Children demonstrate strategies for reasoning and problem solving.

Children in Ms. Kimpston’s class **recognize and solve problems through...interactions and discussions with peers and caregivers.**

The children playing Uno with Ms. Kimpston work together to solve problems that arise during game play. The first challenge is to make sure that each player starts the game with seven cards. Ms. Kimpston encourages the girl who is dealing the cards to pay attention to how many cards each player has as she is dealing them. The children help each other as needed in identifying a card to play based on either the number on the card or the color.

9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Children in Ms. Kimpston’s class **take turns with each other.**

The children playing Uno with Ms. Kimpston demonstrate that they have learned how to take turns with each other. One child even reminds another when it is her turn.

**Bold** text is taken directly from the standards
(Playing a Card Game continued)

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

The children in Ms. Kimpston’s class show recognition and naming of numerals (1, 2, 3)... count objects, matching numbers one-to-one with objects... and use language such as more or less to compare quantities.

As children get ready to play a game of Uno with Ms. Kimpston, the girl dealing the cards carefully counts how many each player gets. She becomes confused so each player counts the number of cards received. Ms. Kimpston tells the children that if they need more cards to ask the dealer for more.
Playing a Memory Game

(1:35)

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9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Children in Ms. Knudson’s class use materials purposefully, safely, and respectfully.

A group of children play a game of Memory. The children are able to manage their own turn-taking and are respectful during the game.

9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

A group of children in Ms. Knudson’s class sustains interactions with peers...develops friendships with other peers...and...takes turns with others.

Some children in Ms. Knudson’s class play a game of Memory. They respectfully remind each other whose turn it is and share in each other’s successes.

**Bold** text is taken directly from the standards
10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

The children in Ms. Knudson’s class ...*initiates, listens, and responds appropriately in conversations with peers and caregivers*...

Children playing Memory in Ms. Knudson’s class discuss the game as they play. They name the cards they turn over and share a bit of frustration when they do not get a match. At the end of the game they compare the number of cards each of them has and decide to play again.
Preschool Geometry

8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

A girl persists in and completes a self-initiated task and maintains concentration while she completes a figure of a trapezoid using pattern blocks and a frame.

11.3—Shapes and Spatial Relationships

Children understand shapes and spatial relationships.

Children notice how shapes fit together to form other shapes as they work to complete figures using pattern blocks and frames.
Pretend Play Firefighter

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12.3—Dramatic play

Children engage in dramatic play experiences.

Three boys **show creativity and imagination...and assume different roles in dramatic play...** They also **interact with** each other **in dramatic play activities that become more extended and complex.**

This clip opens with two boys debating about what to do with a table. One wants to take it downstairs and the other questions how that is possible because the table is too heavy and is built into the ground.

The play expands when a third boy is drawn into the group by the warning “We can’t go downstairs now, because there’s another tornado warning and it’s another bad one, so we can’t go downstairs.” The third boy offers to call on his walkie talkie and after a moment informs the other boys that “They got the bad guy. The bad guy made this tornado.”

The play evolves further when the boys discuss what they can do about the tornado. One boy suggests that they punch the tornado. Another suggests that they “Get some pans. Let’s whack some bad guys. Let’s whack some tornados with some pans.”

The firefighter determines that the fire is out and that it is time to clean. The dialogue continues and finally one boy states “Then we can use some knifes to cut the tornado!”

**Bold** text is taken directly from the standards
(Pretend Play Firefighter continued)

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Three boys *show a steady increase in listening and speaking vocabulary...initiate, listen and respond appropriately in conversations with peers...* and *ask and answer a variety of questions*...

The boys interact by responding to the direction each one of them takes the dramatic play. Their play centers around tornados and tornado warnings. When one boy chooses to shift the focus of the play to a fire that has been put out, the other two build upon that. Appropriate questions and answers are evident as well as examples of listening to one another before responding to questions.
Pretend Play with Blocks

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8.3—Problem Solving

Children demonstrate strategies for reasoning and problem solving.

This child in Ms. Romig’s class recognizes and solves problems through… interactions and discussions with peers....

A girl sets the stage for dramatic play when another child enters and states, “I had that cat.” Rather than erupting into a confrontation, she proceeds to ask him if he could find her another one. He decides to put the cat back and also gives her a dog to add to her collection of figures for her block structure. Toward the end of this clip, another child explains how hard they worked to build their block structure and tells her she can’t break it. She agrees by telling him, “You can’t break mine either and I won’t break yours then.” The children are able to interact with each other in peaceful ways and solve problems through communication.

**Bold** text is taken directly from the standards
(Pretend Play with Blocks continued)

9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

The children in this excerpt show increasing capacity to monitor own behavior...; use materials purposefully, safely, and respectfully; and state feelings, needs, and opinions in difficult situations without harming self, others, or property.

Even though some materials are limited, such as having only one cat of the particular type seen in this scenario, the children reach a peaceful agreement through communication. The children also work in close proximity to one another without interfering with each other’s play, demonstrating that they choose to work safely and respectfully with the materials in the classroom and each other.

12.3—Dramatic Play

Children engage in dramatic play experiences.

The girl in this excerpt shows creativity and imagination to use materials and assume different roles in dramatic play situations.

After building a setting with blocks, the girl creates a dramatic play scenario about a cat who is “king of the cats”. She uses the dog that was given to her to go and talk to the cat as if the dog is a servant of the king. The king cat gives orders to the dog to “go downstairs and get me a drink”.

**Bold** text is taken directly from the standards
Pumpkin Exploration

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7.4—Fine Motor Development

Children develop fine motor skills.

Two boys in Ms. Hand’s class use hand-eye coordination to perform...fine-motor tasks with a variety of manipulative materials.

Two boys in Ms. Hand’s class develop their hand-eye coordination by using plastic hammers to drive golf tees into a pumpkin. They use their fingers to pull some of the tees out of the pumpkin, and then push them back in.

8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Two boys in Ms. Hand’s class explore and experience activities...with eagerness, flexibility, imagination, independence, and inventiveness...

Boys in Ms. Hand’s class hammer golf tees into a pumpkin with plastic hammers. One boy discovers a hole after pulling one of the golf tees out of the pumpkin. Later, his friend notices that “pumpkin juice” comes out of a hole he creates. One of the boys expresses a desire to cut the pumpkin open and look inside of it. Ms. Hand directs him to another center where a pumpkin has already been cut open and she encourages him to use many senses to explore the pumpkin.
(Pumpkin Exploration continued)

9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Two boys in Ms. Hand’s class **sustain interactions with peers**...and...**develop friendships with other peers**.

Boys in Ms. Hand’s class hammer golf tees into a pumpkin using plastic hammers. They discuss their discoveries as they engage in the activity. Ms. Hand asks the boys questions about what they are doing and they share their ideas. Together they decide to investigate a pumpkin at another center.
Purposeful Writing

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7.4—Fine Motor Development

Children develop fine motor skills.

A girl in Ms. Uhlenberg’s class uses hand-eye coordination to perform...fine-motor tasks with a variety of manipulative materials...and...shows increased skills in using...writing tools for various learning activities.

A girl completes an art project in Ms. Uhlenberg’s class involving gluing cotton swabs on a piece of construction paper. She finds a marker and writes her name on her artwork.

10.3—Early Writing

Children engage in early writing experiences.

A girl in Ms. Uhlenberg’s class attempts to communicate with others using...letters to write... and...tells others about intended meaning of drawings and writing.

When a girl finishes an art project in Ms. Uhlenberg’s class, she finds a marker to write her name on it. She says “I made my name up here so somebody knows it’s mine.”

**Bold** text is taken directly from the standards.
**Reading a Class-Made Book**
(2:19)

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9.1—Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Riviera **expresses pride in...her...accomplishments.**

Riviera decides to look at a book her class made about a field trip they took. As she looks at the different pictures her friends drew, she finds the page that she made. She exclaims, “This one is mine!” after getting her teacher’s attention.

9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Children in Ms. Koenigsberg’s class show **that they value others within the classroom/program.**

As Riviera looks at a book her class made about a field trip, she takes pride in seeing the page she made. A boy near her then starts to notice the names of his friends on each of their pages. He draws their attention to it by saying a child’s name and excitedly stating, “There’s your page!”

10.3—Early Writing

Children engage in early writing experiences.

A boy in Ms. Koenigsberg’s class tells others about intended meaning of drawings.

Children look at a book they made about a field trip the class took. When one boy realizes that they are looking at his page, he points to his drawing and says, “That’s a tree house.”

**Bold** text is taken directly from the standards
**Reasons to Write**

(1:38)

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10.3—Early Writing

Children engage in early writing experiences.

Owen **attempts to communicate with others using...letters** when he adds a letter “E” to the sign he helped his teacher write. He **experiments with...writing tools** when he takes the magic marker from his teacher to write the letter “E.”
8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

Children in Ms. Nitchais-Reierson’s class persist in and complete...caregiver-directed...activities...

Ms. Nitchais-Reierson tells the children in her small group that they have a problem to solve. She asks them to figure out how to use eight rectangles of paper to completely cover a large square piece of paper. She informs them of the rules and then lets the children solve the problem. The children take up this task willingly.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

The children in Ms. Nitchais-Reierson’s class interact comfortably with...familiar caregivers ... accept guidance...and directions from...familiar caregivers...show trust in familiar caregivers...and...seek help as needed from familiar caregivers.

The children demonstrate their comfort with Ms. Nitchais-Reierson by the relaxed way they talk with her. They follow her directions and feel comfortable asking for help when needed as demonstrated by the ease of which they ask questions when difficulties with the activity arise.

**Bold** text is taken directly from the standards
11.5—Scientific Problem Solving

Children apply and adapt strategies to solve problems.

Each child in Ms. Nitchais-Reierson’s small group uses his/her senses and variety of strategies to solve problems...and...experiments and adapts strategies.

The children working on this activity with Ms. Nitchais-Reierson use their sense of sight to determine if the rectangles are completely covering the white square or not. Some of the ideas the children have about completing the task do not work initially. Children then rethink their strategies and try again to complete the task.
Sand Exploration

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7.2—Play and Senses

Children engage in play to learn.

Children in Ms. Christner’s class use sights...and...textures to...explore and experience...materials.

The girls playing at the sand table notice the difference in the way the wet sand and the dry sand looks. The classroom associate encourages them to feel the difference between the wet sand and the dry sand.

7.4—Fine Motor Development

Children develop fine motor skills.

Two girls in Ms. Christner’s class use hand-eye coordination to perform...fine-motor tasks with a variety of manipulative materials.

The girls playing at the sand table use a variety of fine motor skills during their play. They dump water from a cup into the sand table, use a shovel and hands to scoop sand into molds and then dump the sand out. They also use the molds to form different shapes with the wet sand.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Girls in Ms. Christner’s class accept guidance...and directions from a range of familiar caregivers...and...show trust in familiar caregivers.

Girls playing at the sand table have trouble getting the sand molds to work. A classroom associate suggests making some of the sand wet to see if the mold will work. The girls let the associate help them pour the water on the sand and later do some of the pouring independently. The girls trust the advice of the associate and continue playing after the associate leaves.

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Sand Play

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7.2—Play and Senses

Children engage in play to learn.

In Ms. Fisher’s class, children use sights... and... textures...to... explore, and experience activities and materials.

Ms. Fisher talks with Kaylee and Jason as they play at the sand table. She asks Kaylee how she gets the sand to come out of a sieve. Kaylee replies, “By shaking it.” Ms. Fisher asks Jason if he can scoop a lot of sand with a spoon that has holes in it. Kaylee notices that because the spoon has a lot of holes, it’s hard to scoop sand with it. Kaylee begins to examine the sieve she’s been playing with and asks Ms. Fisher what it is called. Ms. Fisher tells her that it is called a sieve and observes that it looks like a screen door. Kaylee agrees.

11.4—Scientific Reasoning

Children observe, describe, and predict the world around them.

Kaylee and Jason show curiosity about... non-living things....

Kaylee and Jason engage in sand play and are especially interested in watching the sand flow through a sieve and slotted spoon.

Bold text is taken directly from the standards
(Sand Play continued)

11.5—Scientific Problem Solving

Children apply and adapt strategies to solve problems.

Kaylee uses her senses...to solve problems.

When Kaylee plays with a sieve at the sand table, Ms. Fisher asks her how she gets the sand to come out. Kaylee replies, “By shaking it.” Kaylee notices that Jason cannot scoop much sand with a slotted spoon. She observes that the spoon has holes in it, so the sand comes out of the holes.
Setting Up the Environment

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9.1—Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Two girls in Ms. Schuhmacher’s class express sense of self in terms of specific abilities.

Two girls create paintings using paint rollers. One girl shows pride in her work when she says, “Mine is pretty.” The girl painting next to her says, “My mother is going to love this!” and her friend replies that her mother will love her painting as well.

9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Children in Ms. Schuhmacher’s class sustain interactions with peers... develop friendships with other peers... and take turns with each other.

The girls painting in Ms. Schuhmacher’s class work in close proximity to each other and carry on a conversation while they paint. They share the paint rollers and one girl comments on the other girl’s painting.
(Setting Up the Environment continued)

12.1—Art

Children explore art through a variety of media.

Two girls in Ms. Schuhmacher’s class use a variety of two-dimensional media... and express ideas about their own artwork and the artwork of others...

Two girls in Ms. Schuhmacher’s class use paint rollers on paper to create their artwork. One girl states that she is making the painting for her mother and that her mother will love it. Her friend asks questions about the painting such as, “Is that an ‘S’?” and “Is that a rollercoaster?”.
Sewing Cards and Puzzles

7.4—Fine Motor Development

Children develop fine motor skills.

Three boys use hand-eye coordination to perform...fine-motor tasks with...manipulative materials including sewing cards and puzzles.

One boy works to put a puzzle together while another is working on a sewing card. The associate asks another boy if he would like a sewing card and when he affirms that he would, she offers him a choice between two cards. As the boy looks for the end of the string to begin lacing, he pulls the string completely out of the card. His first attempt to put the string through the card is unsuccessful and he holds onto the card and begins to play with a puzzle. When the associate notices he is not using the sewing card, but still holding it, she offers to demonstrate the threading technique. The child then continues lacing the card independently.
Sharing Space

(1:34)

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9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Boys in Ms. Fisher’s class show increasing capacity to monitor own behavior, following and contributing to classroom procedures... use materials purposefully, safely, and respectfully...and...state feelings...and...needs...in difficult situations without harming self, others, or property.

Jason builds with small wooden blocks and Justin builds with large cardboard blocks. A conflict arises when Justin wants his structure to go in the same place Jason is building. Ms. Fisher helps Justin understand that Jason was building in that space first. Jason offers to share the wooden blocks with Justin and says it is okay for him to build in that area too. Justin builds his structure next to Jason’s and the boys continue building independently.
(Sharing Space continued)

9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Jason **negotiates with others to resolve disagreements.**

Justin wants to build a block structure in the same space that Jason is building in. Jason offers to let Justin share the space with him and offers Justin some of the blocks he is using.

9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Jason **shows that he values others within the classroom... shows early understanding of the concepts of justice, fairness...and... shows responsibility as a member of a community.**

Justin and Jason build with different types of blocks. When Justin wants to build his structure in the same space Jason is playing in, a conflict arises. Ms. Fisher helps Justin understand that Jason was in the space first and that he can ask Jason if it is okay to build there too. Jason affirms that it is okay for Justin to build there as well and offers to share the blocks he is using.
**Signing In**

(2:53)

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7.4—Fine Motor Development

Children develop fine motor skills.

Children in Ms. Gillette’s class show **increased skills in using... writing tools for various learning activities.**

As part of the writing center, children in Ms. Gillette’s class have the opportunity to write their names with dry erase markers. They write their names on laminated cards with lines to guide them in the size of their letters.

10.2—Early Literacy

Children engage in early reading experiences.

Dakota **identifies some alphabet letters by their shapes, especially those in his own name** and **recognizes the printed form of his name in a variety of contexts.**

As part of a morning routine, children in Ms. Hand’s class find their name on a pegboard and place the name card in a basket. Then the children sign their names in the designated location. Initially Dakota reaches for a name that is on the same color of card as his name, but he realizes that the name on the card is not his. He finds his name, and signs in.

10.3—Early Writing

Children **engage in early writing experiences.**

Dakota **signs his name as he comes to school.** The “D” in his name is reversed and some of the letters are out of order, but he writes all the letters in his name. Two girls in Ms. Gillette’s class write their names on laminated name cards with dry erase markers.

**Bold** text is taken directly from the standards
**Snack Helper**

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9.5—Awareness of community

Children have an increasing awareness of belonging to a family, community, culture, and program.

A boy and girl **show responsibility as a member of a community**.

The “snack helper” job means different things in different classrooms. In one classroom, snack helpers distribute snack. A boy brings a bucket with cartons of milk around to his friends so they have something to drink during snack time. In another classroom, a girl distributes cups and straws at each place set around a table, ensuring her friends will have what they need for snack time.

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

A girl and boy get experience **matching numbers one-to-one with objects**.

Snack helpers get practical experience with one-to-one correspondence as they pass milk out to the other children in their class and set the table with cups and straws.

**Bold** text is taken directly from the standards
Spatial Relationships (2:49)

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8.3—Problem Solving

Children demonstrate strategies for reasoning and problem solving.

Children in Ms. Schuhmacher’s class **show interest in and find a variety of solutions to...tasks, or problems**. They also **recognize and solve problems through active exploration, including trial and error**...

Children playing with pattern blocks persist in finding shapes that will complete the frames they are using. They search for shapes they think will fit into a space and at times must use trial and error to find the correct one.

11.2—Patterns

Children understand patterns.

Children in Ms. Schuhmacher’s class **show skills in recognizing and creating some patterns**.

The children playing with pattern blocks in Ms. Schuhmacher’s class demonstrate their recognition of patterns by correctly choosing shapes to fill in the pattern block frames. One boy chooses to use the blocks to create a hexagon without using a frame.

11.3—Shapes and Spatial Relationships

Children understand shapes and spatial relationships.

Children in Ms. Schuhmacher’s class **notices how shapes fit together to form other shapes**.

The boys using the pattern blocks and frames see how the pattern blocks fit together to complete the frames. Through spatial awareness and trial and error, the boys complete the frames. One boy’s spatial ability allows him to form a hexagon without using a frame.

**Bold** text is taken directly from the standards.
8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

Lily **persistence in and completes a variety of...self-initiated tasks, activities, projects, and experiences.**

Lily builds a block structure and figures out how different shapes fit together. She tries different blocks and appears to learn from her errors. She also accepts suggestions from Ms. Gillette. Once she builds an ice cream cone shape on one side of the structure, she moves to the other side of the structure to build one there as well, and persists until both sides look the same.

11.2—Patterns

Children understand patterns.

Lily **shows skills in recognizing and creating some patterns...and...predicts what comes next in a pattern.**

Lily and Ms. Gillette work together to recreate part of a block structure that "looks like an ice cream cone." Lily discerns what shapes she will need to recreate the ice cream cone pattern on the other side of the structure by noticing similarities and differences in the shapes and sizes of the blocks. Lily also creates a pattern as she constructs the border of her block structure. This is evident when she states, "We need big", as she repeats a pattern of squares and rectangles.
(Stacking Blocks continued)

11.5—Scientific Problem Solving

Children apply and adapt strategies to solve problems.

When Lily is unsuccessful at solving problems, ...she...experiments and adapts strategies.

When Ms. Gillette and Lily attempt to duplicate the ice cream cone block configuration on the other side of the block castle, Ms. Gillette chooses a block and puts it near the structure the opposite way than it will fit. Lily notices that it does not fit and chooses another block of the same shape. She suggests to Ms. Gillette that she could put the block in place facing the other way. When Ms. Gillette moves the block facing the opposite way, Lily slides her block into place, completing the base of the structure.
Storytelling

(2:58)

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9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Ms. Harmon’s class values others within the classroom...and community by recounting a story about singing “Happy Birthday” to one of the children in the class and giving the child three “Hip, Hip, Hoorays” and a drum roll on the table.
Taking Turns

(1:41)

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9.1—Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Boys in Ms. Uhlenberg’s class express needs, wants, and feelings in socially appropriate ways.

A boy wants to play with a toy dinosaur that Ms. Uhlenberg is holding. She explains that she is holding it for Brady while he rebuilds a structure. She encourages the boy to ask Brady if he can play with the dinosaur when he is finished with it. Brady agrees but reminds him that Tate wanted to play with it after Brady. Another boy approaches Ms. Uhlenberg and expresses a desire to play with the dinosaur. She explains that after Brady, Tate and then Julian want to play with it. She suggests making a waiting list for the dinosaur.

9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Brady shows increasing capacity to monitor...his...own behavior, following and contributing to classroom procedures.... He uses materials purposefully, safely, and respectfully.

When Brady is finished playing with a dinosaur, he hands it to Tate as he agreed to do without prompting from Ms. Uhlenberg.
(Taking Turns continued)

9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Brady develops friendships with other peers...and...takes turns with others.

Brady agrees to give the dinosaur he is playing with to his friend Tate when he is done playing with it. Brady does not need a reminder from Ms. Uhlenberg to give the dinosaur to Tate and hands it to Tate when he is finished with it.
**Teacher Talk**

(2:19)

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9.1—Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Children in Ms. Waterman’s class express sense of self in terms of specific abilities... show increasing confidence and independence in a variety of tasks and routines and express pride in accomplishments.

While Ms. Waterman sews letter cards with children, one child exclaims “I did it!” after he completes a letter on his own.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

**Children interact comfortably with a range of familiar caregivers.**

The children sewing letter cards are clearly quite comfortable with Ms. Waterman. They enthusiastically share discoveries and accomplishments with her.

10.2—Early Literacy

Children engage in early reading experiences.

Children in Ms. Waterman’s class identify some alphabet letters by their shapes, especially those in his/her own name and demonstrate awareness that language is made up of words...and...sounds in words.

Ms. Waterman engages children with questions about what letters or numbers they are using and the children answer correctly. Children point out letters that are in their names and letters that are in peers’ names. Peyton recognizes that the letter “T” is in his name and Tanner says, “He has a ‘T’ just like me.” When Ms. Waterman asks a girl what word starts with S, the child responds with “snake.”

**Bold** text is taken directly from the standards.
Teaching Self-Help Skills

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7.4—Fine Motor Development

Children develop fine motor skills.

Kaylie *uses hand-eye coordination to perform self-help and fine-motor tasks with a variety of manipulative materials.*

Kaylie gets some assistance from a classroom associate in cutting her pancakes. The associate works with Kaylie hand-over-hand so she gains a sense of how to perform the task by herself.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Kaylie *interacts comfortably with a range of familiar caregivers...accepts guidance...and directions from a range of familiar caregivers...shows trust in familiar caregivers...and...seeks help as needed from familiar caregivers.*

Kaylie asks a classroom associate to help her cut her pancakes. The associate explains the process to Kaylie as she works hand-over-hand with Kaylie to accomplish the task.

**Bold** text is taken directly from the standards
The Before and After Game

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8.3—Problem Solving

Children demonstrate strategies for reasoning and problem solving.

Children in Ms. Nitchais-Reierson’s class recognize and solve problems through active exploration, including trial and error, and through interactions and discussions with peers and caregivers.

Ms. Nitchais-Reierson presents a reasoning game to a group of children in her class. As she explains how the game works, she tells the children that she will hide a surprise under one cup in a row of numbered cups. The children will take turns guessing which cup the surprise is under and if they do not guess correctly, she will give them a clue such as "It’s before number 3."

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

The children in Ms. Nitchais-Reierson’s class show recognition and naming of numerals...and...use language such as more or less to compare quantities.

Children playing “The Before and After Game” with Ms. Nitchais-Reierson easily recognize the numerals on the cups used for the game and point to the cup while saying the number. Ms. Nitchais-Reierson uses the words “before” and “after” to help the children reason about which cup is hiding the surprise.

**Bold** text is taken directly from the standards
Bold text is taken directly from the standards

(The Before and After Game continued)

11.5—Scientific Problem Solving

Children apply and adapt strategies to solve problems.

Children in Ms. Nitchais-Reierson’s class use their senses and variety of strategies to solve problems.

“The Before and After Game” gives children an opportunity to use their sense of sight to determine which cup hides a surprise in range of numbered cups. Once the children see that the surprise is in a certain range of cups they can use deductive reasoning to determine where the surprise is.
The King’s Puppy

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8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Lily explores and experiences activities and ideas with eagerness, flexibility, imagination, independence, and inventiveness.

Lily and Ms. Gillette build a castle out of blocks. Ms. Gillette suggests that the king of the castle needs a puppy and Lily agrees. When Ms. Gillette asks Lily how they can make a puppy for the king, Lily suggests that they draw one. Lily finds a book with a picture of a dog to use as a model. She then finds paper and a red marker (to match the color of the dog in the book). Ms. Gillette asks Lily what shapes she sees in the dog’s body and Ms. Gillette draws as Lily identifies shapes.

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Lily interacts comfortably with a range of familiar caregivers and accepts guidance...and directions from...familiar caregivers.

Lily is quite at ease as she plays with Ms. Gillette. She accepts Ms. Gillette’s idea of making a puppy for the king of the castle they built from blocks. Lily freely offers a suggestion for how they can make a puppy for the king and gathers the materials to do so when Ms. Gillette suggests it.

Bold text is taken directly from the standards
(The King’s Puppy continued)

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Lily initiates, listens, and responds appropriately in conversations with...caregivers, follows simple oral directions that involve several actions and asks and answers a variety of question types.

Lily and Ms. Gillette have a conversation about the castle of blocks they just built. Lily agrees with Ms. Gillette that the king of the castle should have a puppy and suggests that they could draw one. Ms. Gillette asks Lily to find a model they could use for the drawing and Lily brings her a book with a dog on the cover. Ms. Gillette also suggests that they need something to draw the dog with and after offering ideas (crayon, colored pencil), Lily suggests using a marker, and brings one. Ms. Gillette asks Lily for her ideas of how they can draw the dog by asking Lily to tell her what shapes she sees (“What shape is the dog’s head?”, “What shape is his body?”).
They Are the Same

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9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

A boy interacts comfortably with...and...shows trust in familiar caregivers.

A boy in Ms. Nitchais-Reierson’s class approaches her when he has completed an activity because he wants to share a discovery with her. He has found that he used the same number of horizontal and vertical rectangles in the activity and is proud to share that discovery with his teacher.

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

A boy in Ms. Nitchais-Reierson’s class shows an increase in listening and speaking vocabulary... and...initiates, listens, and responds appropriately in conversations.

When a boy explains that he used the same number of horizontal and vertical rectangles during an activity, Ms. Nitchais-Reierson helps him clarify by saying, “Oh, the number of vertical and horizontal are the same.” He then confirms that she understands him.

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

A boy counts objects, matching numbers one-to-one with objects.

As a boy explains to Ms. Nitchais-Reierson that he used equal numbers of horizontal and vertical rectangles during an activity, he puts his finger on each rectangle as he counts them.

**Bold** text is taken directly from the standards.
Three Beds and Four People

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8.3—Problem Solving
Children demonstrate strategies for reasoning and problem solving.

Children in Ms. Nitchais-Reierson’s class show interest in and find solutions to problems.

Ms. Nitchais-Reierson talks with some children playing with block structures. She points out that there are only three beds made from blocks and four people playing in the block center. Ms. Nitchais-Reierson poses the question, “What are we going to do?” A girl responds, “I think YOU should make another sleep for you!” Another girl points out a block structure behind Ms. Nitchais-Reierson and she asks the girl she is talking to “Is that another bed?” When the girl confirms that it is, Ms. Nitchais-Reierson asks, “So now how many do we have?” and encourages the girl to count beds and people again. She counts the four beds and when she counts the people in the center, she discovers that another girl has come to play. Ms. Nitchais-Reierson points out that with four beds and five people, there still are not enough beds for everyone.
(Three Beds and Four People continued)

9.3—Relationships with Caregivers

Children relate positively to caregivers who work with them.

Children in Ms. Nitchais-Reierson’s class interact comfortably with...familiar caregivers.

Ms. Nitchais-Reierson talks with one of the girls in her class. The girl answers Ms. Nitchais-Reierson’s questions without hesitation and is willing to give her opinion about what they should do when they discover a difference in the number of beds and people in the block center. Another girl in the block center directs Ms. Nitchais-Reierson’s attention to another bed built from blocks that may solve the problem they have.

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

A girl in Ms. Nitchais-Reierson’s class counts objects, matching numbers one-to-one with objects.

When Ms. Nitchais-Reierson discovers that children have constructed only three beds in the block center and there are four people playing there, she asks a girl what they should do about it. When another bed is discovered, Ms. Nitchais-Reierson asks the girl to count the number of beds. When the girl determines there are four beds, Ms. Nitchais-Reierson asks her to count how many people are in the block center. The girl finds that since one more child has joined the group, there are now five people with only four beds.
Transition Time

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9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Children in Ms. Romig’s class show increasing capacity to monitor their own behavior, by following and contributing to classroom procedures and managing transitions....

Ms. Romig’s classroom has a series of numbers on the floor for lining up at the door. She directs the child who is the line leader to the first number and the child who is the “caboose” to number 18 (the number of children in class). She offers a series of common winter clothing options to encourage the children to line up in an orderly fashion. She begins by saying, “If you wore snow boots to school, you may line up.” She continues the series by calling for children who wore mittens, hats and finally coats.
Transition Time 2  
(1:32)

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7.2—Play and Senses

Children engage in play to learn.

Children in Ms. Knudson’s class use sights...to discriminate between...and experience activities and materials.

Ms. Knudson uses a class-made book (“Who Do You See?”) to help children transition from one activity to another. The children look at the pictures of their classmates and say the children’s names.

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

The children in Ms. Knudson’s class listen, and respond appropriately in conversations with peers and caregivers.

As the children prepare to transition to breakfast, Ms. Knudson brings out the class’s “Who Do You See?” book. She asks that only the child whose picture is showing respond to the next picture. The first picture in the book is Nikki’s. When Ms. Knudson turns the page, Nikki responds that she sees Addy looking at her.

12.2—Music, Rhythm, and Movement

Children participate in a variety of music and movement experiences.

Children in Ms. Knudson’s class participate in a variety of musical and rhythmic experiences, including singing, listening, and finger-plays.

The class-made book “Who Do You See?” takes on a rhythmic, chant-like quality as the words are spoken. “Nik-ki, Nik-ki, who do you see?”, “I see Ad-dy look-ing at me.”

Bold text is taken directly from the standards.
Using a Microscope

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7.2—Play and Senses

Children engage in play to learn.

Tjaden uses sights to discriminate between, explore, and experience activities and materials.

Tjaden looks at insects under a microscope. He decides to try looking at his finger under the microscope and asks Ms. Schaefer if she can see it. She confirms that she can and suggests he look at his finger under the microscope too.

8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Tjaden chooses to explore a variety of activities and experiences with a willingness to try new challenges.

Tjaden looks at insects under a microscope with Ms. Schaefer. He makes note of the different characteristics of the insects he is looking at. When he changes slides, he asks Ms. Schaefer if he is putting it in upside down or not. She shows Tjaden the arrows on the slide that match the arrows on the microscope and when the arrows match, the slide is right side up.

**Bold** text is taken directly from the standards
(Using a Microscope continued)

11.4—Scientific Reasoning

Children observe, describe, and predict the world around them.

Tjaden shows curiosity about living and non-living things.

Tjaden is very interested in using the microscope. He discusses the physical features of insects with Ms. Schaefer. He asks Ms. Schaefer if she can see his finger under the microscope after taking a slide out. Ms. Schaefer encourages him to look at his finger after she does and asks if it looks big or small. Tjaden then decides to look at another insect.
**Using Descriptive Language**

(4:17)

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7.2—Play and Senses

Children engage in play to learn.

Children in Ms. Huinker’s class use sights...and...textures to discriminate between, explore, and experience activities and materials.

A group of children in Ms. Huinker’s class are playing with “gak”. The classroom associate, Ms. Blong asks the children to describe how it feels and they say words like “icky”, “good” and “sticky”. As she plays with it, one girl says that hers looks like a princess castle.

**Bold** text is taken directly from the standards
8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

The children in Ms. Huinker’s class explore and experience activities...with eagerness, flexibility, imagination, independence, and inventiveness.

Ms. Blong talks with a group of children playing with “gak”. She asks them to describe the way it feels. Some children stretch the gak and pull it while others let it “melt” in their hands. The children engage in a conversation with Ms. Blong as they play, talking about their impressions of the experience.

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

A group of children in Ms. Huinker’s class initiates, listens, and responds appropriately in conversations with peers and caregivers...and...speaks in sentences of increasing length and grammatical complexity.

The children playing with “gak” in Ms. Huinker’s class are eager to share their impressions of the experience. They take turns responding to Ms. Blong’s questions and offer their own ideas. One girl shares that her gak looks like a princess castle. When Ms. Blong acknowledges this statement the girl then elaborates. She further relates it to another popular movie that she had recently seen.
Washing Hands

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7.1—Healthy and Safe Living

Children understand healthy and safe living practices.

Children in Ms. Huinker’s class follow healthy self-care routines (...washing hands).

A girl shows independence in a hand washing routine. The procedure has been effectively modeled for the children in Ms. Huinker’s class and the children can follow the routine without further guidance. Another girl begins the hand washing routine after the first girl has finished and more children form a line to wait for their turn to wash their hands.
Water Table—Full Cup

11.4—Scientific Reasoning

Children observe, describe, and predict the world around them.

Brenton shows curiosity about...non-living things.

Brenton and another boy play at the water table. Brenton fills a cup with water using a baster. When Ms. Wignall asks him how he filled the cup, he demonstrates his use of the baster. Ms. Wignall encourages him to look at the top of the cup at eye level to notice that the water appears to be going up over the edge of the cup. After Ms. Wignall moves away, Brenton puts more water in the cup and again looks at the top of the cup on eye level.
**Water Table—Funnel**

(2:27)

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11.4—Scientific Reasoning

Children observe, describe, and predict the world around them.

A boy **shows curiosity about...non-living things.**

Ms. Wignall notices that a boy scoops water at the water table. As he picks up a funnel and begins to pour the water into it, Ms. Wignall asks him where the water goes when he pours it into the funnel. She holds the funnel closer to the boy’s eye level so he can see the water coming out of the funnel. Ms. Wignall holds a cup under the funnel as the boy pours water into it and points out that they can catch the water that goes through the funnel. She picks up a colander and encourages him to pour water into that “bowl” and observe what happens to it.

*Bold* text is taken directly from the standards
Weather Graph

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</table>

Other Standards to Consider

<table>
<thead>
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<td>9.3</td>
<td>3.1</td>
<td>3.A.04</td>
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</tbody>
</table>

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Children in Ms. Fisher’s class initiate, listen, and respond appropriately in conversations with peers and caregivers... speak in sentences of increasing length and grammatical complexity... and... ask and answer a variety of question types.

Ms. Fisher asks the children in her class what they see on the weather graph. Tyler notices that the line representing windy days is the longest. Reed sees that snowy days and warm days are equal on the graph. Kayleigh points out that the line representing rainy days is all by itself (no other lines are equal to it). The children answer questions such as, “What do you notice about the graph?” and “Is that line equal to any other line?”.

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

The children in Ms. Fisher’s class use language such as more or less to compare quantities.

Children in Ms. Fisher’s class use comparative words to describe the lines on the class weather graph. The line for the windy days is the longest. Snowy and warm days are equal. Other weather days are not equal to any others.

**Bold** text is taken directly from the standards
**Weather Graph continued**

11.6—Measurement

Children understand comparisons and measurement.

Children in Ms. Fisher’s class make comparisons among several objects based on one or more attributes (length...) and using words such as shorter, taller, bigger, smaller, heavier, lighter.

The children looking at the weather graph with Ms. Fisher use words like “longer,” “shorter,” “equal,” and “not equal” to describe the lines on the weather graph.

**Bold** text is taken directly from the standards
What Could You Say? (0:48)

Standards in this video

<table>
<thead>
<tr>
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<td>2.12</td>
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<td>9.4</td>
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<td>3.9</td>
<td>3.C.04</td>
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</tbody>
</table>

9.1—Language Understanding and Use

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Nathan **expresses needs, wants, and feelings in socially appropriate ways.**

Nathan has a disagreement with his friend Jillian. Ms. Huinker tries to clarify the situation by asking Nathan what is happening. He describes the conflict to Ms. Huinker who then asks Nathan if he has used his words to tell Jillian how he feels. Nathan asks Jillian to “stop”.

9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Nathan ... **states feelings, needs, and opinions in difficult situations without harming self, others, or property.**

Nathan is upset about something his friend Jillian has done. Ms. Huinker reminds Nathan to use words to tell Jillian what he needs and Nathan does so without further difficulty.

**Bold** text is taken directly from the standards.
9.4—Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Nathan **negotiates with others to resolve disagreements.**

Nathan has a disagreement with Jillian. Ms. Huinker prompts Nathan to tell Jillian what he needs from her. Nathan tells Jillian to “stop” and Jillian agrees.
What Will Happen to the Egg? (3:37)

8.1—Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Children in Ms. Katter’s class **explore and experience activities and ideas with eagerness, flexibility, imagination, independence, and inventiveness.**

When Ms. Katter tells a small group of children from her class that they will be observing what happens when they drop eggs onto various surfaces, the children are intrigued. She asks them to predict what will happen when an egg is dropped into the box that is in front of them and she records their predictions. The children then drop the eggs and discuss the results.

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

The children in Ms. Katter’s class **initiate, listen, and respond appropriately in conversations with...caregivers... follow simple oral directions that involve several actions...and... answers a variety of question types.**

Ms. Katter asks a group of children to explore the contents of several boxes. She then asks each child what he or she thinks will happen when an egg is dropped into the box in front of them. After recording predictions, Ms. Katter instructs the children on the egg dropping procedure. The children observe the results of dropping the eggs and describe those results to Ms. Katter.

**Bold** text is taken directly from the standards
(What Will Happen to the Egg? continued)

11.4—Scientific Reasoning

   Children observe, describe, and predict the world around them.

A group of children in Ms. Katter’s class shows curiosity about living and non-living things...and...notices, describes, and predicts changes in the environment.

The children in Ms. Katter’s small group seem eager to discover what will happen when they drop an egg into boxes with different materials in them. They predict what will happen, drop their eggs, observe the results, and report the results to Ms. Katter.
What Sounds Do You Hear? (2:32)

Standards in this video

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</table>

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Children in Ms. Schuhmacher’s class show a steady increase in listening...vocabulary and initiate, listen, and respond appropriately in conversations with...caregivers.

Children in Ms. Schuhmacher’s class are well practiced in listening to the individual sounds that letters make within words. Ms. Schuhmacher helps the children identify the letters and their sounds within words by “stretching” the words. The children participate in the conversation with Ms. Schuhmacher appropriately.

**Bold** text is taken directly from the standards
10.2—Early Literacy

Children engage in early reading experiences

Children in Ms. Schuhmacher’s class **identify some alphabet letters by their shapes**... and **demonstrate awareness that language is made up of words, parts of words, and sounds in words.**

One child in Ms. Schuhmacher’s class recognizes that two of the letters in the word “Friday” are also in her sister’s name. When Ms. Schuhmacher breaks down the word “Friday” into individual sounds, the children correctly identify the sounds used to make up the word.
Where’s the Fire?

(1:48)

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<td>12.3</td>
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</table>

10.1—Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

Children show a steady increase in listening and speaking vocabulary ... initiates, listens, and responds appropriately in conversations with peers and caregivers...

A classroom associate talks with a boy about a chart showing houses that children and teachers live in. As part of a dramatic play theme, they talk about which houses are safe because there is no fire there and which houses are on fire.

11.1—Comparison and Number

Children understand amount, including use of numbers and counting.

A boy shows recognition and naming of numerals.

A classroom associate looks at a chart showing houses where people in the class live. She points to a house and says, “That’s number eight. I live there and there’s no fire there.” She continues by pointing to another house and tells the boy, “Ava says there’s a fire here at number 10. Do you have your fire gear ready to go?” The associate points to the house next to it and asks the boy what number is on the house. He replies “11.”

**Bold** text is taken directly from the standards
Where’s the Fire? continued

12.3—Dramatic Play

Children engage in dramatic play experiences.

Children in Ms. Hand’s class show creativity and imagination to use materials and assume different roles in dramatic play situations.

Ava sits at a desk wearing a firefighter’s helmet and pretends to talk on the phone and take notes. She tells the classroom associate that there is a fire at the number 10 house on their chart much like a dispatcher would do. Another boy dressed as a firefighter discusses with the associate which houses are on fire and which houses are not (safe and unsafe).
Which One is Missing? (2:40)

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**7.2—Play and Senses**

Children engage in play to learn.

Children in Ms. Schaefer’s class *use sights...to discriminate between, explore, and experience activities and materials.*

Jennifer, a student teacher plays a game with a boy in Ms. Schaefer’s class. She has a tray with five different animal figures in it. She asks the boy to close his eyes while she takes one away. After opening his eyes, the boy is asked to figure out which animal is missing.

**8.3—Problem Solving**

Children demonstrate strategies for reasoning and problem solving.

The children in Ms. Schaefer’s class *show interest in and finds a variety of solutions to questions, tasks, or problems.*

Boys play a game in Ms. Schaefer’s class where they must determine which animal in a series is missing. The boys points out the space where the animal was, and use that information to help them remember which animal was there.

*Bold* text is taken directly from the standards.
11.5—Scientific Problem Solving

Children apply and adapt strategies to solve problems.

Children in Ms. Schaefer’s class use their senses and variety of strategies to solve problems.

Jennifer, a student teacher, introduces Ms. Schaefer’s class to a game called “Which One is Missing?”. The children playing the game use their sense of sight to study the position of animal figures in a tray. They are asked to close their eyes while one animal is taken away. Some children simply recall which animal is no longer there while others use the position the animal was in to remember which one has been taken away.
# Iowa Quality Preschool Program Standards

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<td>1:43</td>
<td>Children work together to solve a problem.</td>
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<tr>
<td>Building Together</td>
<td>3:29</td>
<td>Girls work together to build a structure.</td>
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<tr>
<td>Can I Play?</td>
<td>0:39</td>
<td>Kyla is welcomed into a group during center time.</td>
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<tr>
<td>Cleaning Up Spilled Milk</td>
<td>1:33</td>
<td>An accident holds lessons about responsibility and problem solving.</td>
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<tr>
<td>Cleanup Time</td>
<td>2:22</td>
<td>Ms. Wignall demonstrates sorting and working together during cleanup time.</td>
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<tr>
<td>Creating Patterns</td>
<td>0:55</td>
<td>A boy independently creates a pattern.</td>
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<tr>
<td>Exploring 3D Shapes</td>
<td>1:54</td>
<td>Observation and analysis lead to discovery of an unfamiliar shape.</td>
</tr>
<tr>
<td>Exploring Water</td>
<td>2:01</td>
<td>Isaiah and Ava explore water as well as peer relationships.</td>
</tr>
<tr>
<td>Gas Station</td>
<td>1:17</td>
<td>Number awareness and dramatic play during outdoor large motor time.</td>
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<tr>
<td>Graphing with Blocks</td>
<td>3:35</td>
<td>Children make a graph to indicate preferred activities.</td>
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<tr>
<td>Gross Motor Supervision and Interaction</td>
<td>1:03</td>
<td>Playing in the gym provides physical, social and safety experiences.</td>
</tr>
<tr>
<td>Guess the Tool</td>
<td>7:13</td>
<td>Children utilize hearing to determine which tools are hidden under a box.</td>
</tr>
<tr>
<td>How Do They Fit?</td>
<td>0:52</td>
<td>Problem solving and math skills develop during an activity.</td>
</tr>
<tr>
<td>How Many Are Here Today?</td>
<td>1:52</td>
<td>Counting in Ms. Romig’s class provides rich learning opportunities.</td>
</tr>
<tr>
<td>How to Draw Money</td>
<td>2:56</td>
<td>Imagination and concept development are fostered in an art project.</td>
</tr>
<tr>
<td>Humpty Dumpty</td>
<td>2:11</td>
<td>A group reading activity centers on a familiar nursery rhyme.</td>
</tr>
<tr>
<td>I Can Do This by Myself</td>
<td>5:11</td>
<td>Persistence pays off for a boy putting a puzzle together.</td>
</tr>
<tr>
<td>I Can Read!</td>
<td>6:37</td>
<td>Sam has early reading experiences with a familiar book.</td>
</tr>
<tr>
<td>Let’s Share a Book</td>
<td>2:40</td>
<td>A comfortable reading and singing experience inspired by a favorite book.</td>
</tr>
<tr>
<td>I Like You! I Like You!</td>
<td>3:34</td>
<td>Emerging sound representation skills develop during an expression of friendship.</td>
</tr>
<tr>
<td>I Love Science!</td>
<td>1:50</td>
<td>Emma explores different aspects of science by uncovering bones as a paleontologist would and through water play.</td>
</tr>
<tr>
<td>I Want to Play</td>
<td>3:41</td>
<td>A teacher provides guidance in expressing desires through words.</td>
</tr>
<tr>
<td>If I Say Please</td>
<td>2:48</td>
<td>Conflict resolution is a simple matter in Ms. Schuhmacher’s class.</td>
</tr>
<tr>
<td>If You See a Snake</td>
<td>1:21</td>
<td>Stories about encounters with snakes facilitate interpersonal relationship development.</td>
</tr>
<tr>
<td>Labeling Seeds</td>
<td>2:51</td>
<td>Early writing and peer relationships develop while planting seeds.</td>
</tr>
<tr>
<td>Looking at Shapes</td>
<td>4:08</td>
<td>Explorations in geometry transfer to everyday life.</td>
</tr>
<tr>
<td>Look What We Have Made</td>
<td>3:11</td>
<td>A classroom book of building projects lays the foundation for a new creation.</td>
</tr>
<tr>
<td>Making a Telescope</td>
<td>3:15</td>
<td>A girl seeks help with a challenging project.</td>
</tr>
<tr>
<td>Measuring with Pumpkins</td>
<td>2:18</td>
<td>Explorations in using non-standard methods of measurement.</td>
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</table>

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<thead>
<tr>
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<th>Time</th>
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<tbody>
<tr>
<td>Morning Group Job Chart</td>
<td>(1:31)</td>
<td>Ms. Romig’s job chart outlines children’s responsibilities for the day.</td>
</tr>
<tr>
<td>Morning Message</td>
<td>(1:48)</td>
<td>Literacy skills develop when children help Ms. Kimpston write a sentence.</td>
</tr>
<tr>
<td>My Machine</td>
<td>(0:49)</td>
<td>Creativity with blocks leads to positive caregiver/child interactions.</td>
</tr>
<tr>
<td>Name Cards</td>
<td>(1:48)</td>
<td>Name recognition and early math skills are promoted during a transition.</td>
</tr>
<tr>
<td>Name Cards 2</td>
<td>(0:32)</td>
<td>Letter sounds are emphasized connected to first names.</td>
</tr>
<tr>
<td>Paper Airplanes</td>
<td>(2:14)</td>
<td>A boy’s interest in making paper airplanes turns into a community awareness and math experience.</td>
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<tr>
<td>Playing a Card Game</td>
<td>(3:34)</td>
<td>A card game builds social and math skills.</td>
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<tr>
<td>Playing a Memory Game</td>
<td>(1:29)</td>
<td>Children take turns while playing a game.</td>
</tr>
<tr>
<td>Preschool Geometry</td>
<td>(1:14)</td>
<td>Children explore pattern blocks and frames.</td>
</tr>
<tr>
<td>Pretend Play Firefighter</td>
<td>(2:57)</td>
<td>Boys engaged in dramatic play create and change the story as they play.</td>
</tr>
<tr>
<td>Pretend Play with Blocks</td>
<td>(1:09)</td>
<td>Dramatic play with blocks provides opportunities for conflict resolution.</td>
</tr>
<tr>
<td>Pumpkin Exploration</td>
<td>(3:19)</td>
<td>Pumpkins prove to be very engaging for discovery learning.</td>
</tr>
<tr>
<td>Purposeful Writing</td>
<td>(0:35)</td>
<td>A girl writes her name on her artwork.</td>
</tr>
<tr>
<td>Reading a Class-Made Book</td>
<td>(2:14)</td>
<td>Remembering a field trip has social-emotional benefits.</td>
</tr>
<tr>
<td>Reasons to Write</td>
<td>(1:38)</td>
<td>Owen’s teacher helps him write a “save” sign for his ramps.</td>
</tr>
<tr>
<td>Rectangle</td>
<td>(7:29)</td>
<td>A problem solving experience is provided during a math activity.</td>
</tr>
<tr>
<td>Sand Exploration</td>
<td>(3:03)</td>
<td>Properties of matter are explored at the sand table.</td>
</tr>
<tr>
<td>Sand Play</td>
<td>(0:51)</td>
<td>The sand table provides an opportunity for discovery and reasoning.</td>
</tr>
<tr>
<td>Setting Up the Environment</td>
<td>(1:41)</td>
<td>Classroom set up is conducive to cooperative peer interactions.</td>
</tr>
<tr>
<td>Sewing Cards and Puzzles</td>
<td>(3:24)</td>
<td>Children develop fine motor skills through play with sewing cards and puzzles.</td>
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<tr>
<td>Sharing Space</td>
<td>(1:32)</td>
<td>There’s room for everyone to play!</td>
</tr>
<tr>
<td>Signing In</td>
<td>(2:48)</td>
<td>Name recognition and writing skills emerge during a morning routine.</td>
</tr>
<tr>
<td>Snack Helper</td>
<td>(1:34)</td>
<td>Children work within their classroom community for the benefit of the class.</td>
</tr>
<tr>
<td>Spatial Relationships</td>
<td>(2:43)</td>
<td>Children play with pattern blocks.</td>
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<tr>
<td>Stacking Blocks</td>
<td>(2:59)</td>
<td>Geometry and pattern recognition emerge during play with blocks.</td>
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<tr>
<td>Storytelling</td>
<td>(2:58)</td>
<td>Ms. Harmon teaches children how to tell stories they create.</td>
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<tr>
<td>Taking Turns</td>
<td>(1:36)</td>
<td>Boys get a lesson in fairness and turn taking.</td>
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<tr>
<td>Teacher Talk</td>
<td>(2:14)</td>
<td>Letter recognition and positive caregiver interactions occur while sewing letter cards.</td>
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<tr>
<td>Teaching Self-Help Skills</td>
<td>(1:24)</td>
<td>An associate helps Kaylie learn to cut her own pancakes.</td>
</tr>
<tr>
<td>The Before and After Game</td>
<td>(2:28)</td>
<td>A guessing game develops math and reasoning skills.</td>
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<tr>
<td>The King’s Puppy</td>
<td>(3:43)</td>
<td>Block construction and imaginative play lead to a shape recognition activity.</td>
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<tr>
<td>They Are the Same</td>
<td>(0:25)</td>
<td>Vocabulary development and one-to-one correspondence are promoted during a geometry activity.</td>
</tr>
<tr>
<td>Three Beds and Four People</td>
<td>(0:35)</td>
<td>Math and fairness present problem solving opportunities.</td>
</tr>
<tr>
<td>Transition Time</td>
<td>(1:17)</td>
<td>Lining up from group time incorporates clothing awareness and number recognition.</td>
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<tr>
<td>Using a Microscope</td>
<td>(1:48)</td>
<td>Tjaden’s curiosity for observing insects is fulfilled with a microscope.</td>
</tr>
<tr>
<td>Using Descriptive Language</td>
<td>(4:11)</td>
<td>A tactile and fine motor experience elicits many descriptions about the experience.</td>
</tr>
<tr>
<td>Washing Hands</td>
<td>(0:34)</td>
<td>Children practicing healthy habits.</td>
</tr>
<tr>
<td>Water Table—Full Cup</td>
<td>(1:32)</td>
<td>Brenton explores the nature of water.</td>
</tr>
<tr>
<td>Water Table—Funnel</td>
<td>(2:27)</td>
<td>Ms. Wignall helps a child explore the nature of water.</td>
</tr>
<tr>
<td>Weather Graph</td>
<td>(1:41)</td>
<td>A lesson in comparison related to the weather in November.</td>
</tr>
<tr>
<td>What Could You Say?</td>
<td>(0:42)</td>
<td>A conflict between friends resolved with words.</td>
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<tr>
<td>What Sounds Do You Hear?</td>
<td>(2:26)</td>
<td>Phonological awareness develops during group time.</td>
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<tr>
<td>Where’s the Fire?</td>
<td>(1:43)</td>
<td>Dramatic play centered on firefighters.</td>
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<td>Which One is Missing?</td>
<td>(2:35)</td>
<td>A game that builds memory and reasoning skills.</td>
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Bold text is taken directly from the standards.
**Brushing Teeth**

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Areas of Development: Physical Development

2.13— In Ms. Nitchais-Reierson’s class, children are provided varied opportunities and materials that support fine motor development.

Ms. Nitchais-Reierson leads children in a daily routine of tooth brushing. The children have frequent opportunities to develop their fine motor skills using a tooth brush.

Curriculum Content Areas for Cognitive Development: Health and Safety

2.33— Children in Ms. Nitchais-Reierson’s class are provided varied opportunities and materials that encourage good health practices such as...tooth brushing.

As part of the children’s daily routine, Ms. Nitchais-Reierson leads the children in tooth brushing. She mentions that they need to “get all the sugar bugs out” and at the end of the routine she talks about getting germs out by brushing their tongues.

**Bold** text is taken directly from the standards
(Brushing Teeth continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.20—Ms. Nitchais-Reierson promotes children’s engagement and learning by...guiding them in acquiring specific skills and by explicitly teaching those skills.

Ms. Nitchais-Reierson leads the children in her class in a tooth brushing routine. She uses phrases the children can easily remember while she teaches (“We’re going upstairs, bristles up!”). She models the action of the toothbrush while she’s giving the children verbal cues about which part of their teeth to brush.
Building a Support

(1:48)

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Areas of Development: Social-Emotional

2.12— **Children in Ms. Hansen’s class have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Hansen helps a group of children who are constructing with No-Ends. She holds a wall that is in danger of falling over while the children figure out a way to support the wall.

Areas of Development: Language Development

2.15— **Children have varied opportunities to develop competence in verbal...communication by...communicating needs...and...thoughts...**

A boy realizes that the No-End structure he is helping to build needs a support on one side. He asks one of his friends if they can put a support in the appropriate place.

Curriculum Content Areas for Cognitive Development: Social Studies

3.4— **Ms. Hansen creates and maintains a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy, responsibility, and empathy.**

Ms. Hansen encourages children building with No-Ends to devise a support system for part of their structure that is in danger of falling down. When Savannah begins to work on the support, Ms. Hansen encourages her. She guides Savannah to connect two pieces that aren’t quite together and congratulates Savannah when she completes the support structure.

**Bold** text is taken directly from the standards
Areas of Development: Physical Development

2.13— **Children are provided varied opportunities and materials that support fine-motor development.**

The girls have opportunities for fine motor development as they construct with the No-Ends materials.

Designing Enriched Learning Environments

3.1— Ms. Hansen **organizes space and selects materials...to stimulate exploration, experimentation, discovery, and conceptual learning.**

The No-Ends materials engage children’s interest in construction. The nature of No-Ends supports cooperative play or individual play and encourages children to experiment with structures and learn basic concepts of engineering.

Using Time, Grouping, and Routines to Achieve Learning Goals

3.10— Ms. Hansen **organizes time and space on a daily basis to allow children to work or play individually and in pairs, to come together in small groups, and to engage as a whole group.**

Center time allows children to have a choice of activities and playmates. Ms. Hansen organizes space in her classroom to allow for the potentially large structures children can create with the No-Ends materials.
Can I Play? (0:44)

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Areas of Development: Social-Emotional

2.12— *Children have...opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.*

A classroom associate plays with children while they hammer golf tees into a pumpkin. She asks the children about various aspects of what they are doing. When Kyla wants to join the group, the associate asks the other children if there is another hammer Kyla can use.

Areas of Development: Physical Development

2.13— *In Ms Hand’s class, children are provided varied opportunities and materials that support fine motor development.*

Using the plastic hammers to drive golf tees into a pumpkin provides the children in Ms. Hand’s class a safe opportunity to develop fine motor skills.

**Bold** text is taken directly from the standards
**Cleaning Up Spilled Milk**

(1:39)

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<th>Areas of Development: Social-Emotional</th>
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<tr>
<td>2.12— Kyler has <strong>varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to him, and facilitate...</strong> his ability to learn through interacting with others.</td>
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When Kyler spills milk on the table at breakfast, Ms. Schaefer encourages him to help clean up the spill. She hands him a towel and encourages him to “take care of it.” Ms. Schaefer helps Kyler think about where he can find another napkin when he discovers his has been soaked with milk.

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<th>Creating Caring Communities for Learning</th>
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<tr>
<td>3.5— Ms. Schaefer <strong>helps</strong> Kyler learn <strong>socially appropriate behavior by providing guidance that is consistent with</strong> his level of development.</td>
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When Kyler spills milk on the table, Ms. Schaefer hands him a towel and encourages him to “take care of it.” She reassures Kyler that the accident is “okay.” When Kyler realizes his napkin is wet from the milk, Ms. Schaefer asks him to think about where he could get another one.
(Cleaning Up Spilled Milk continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.20—Ms. Schaefer promotes Kyler’s...learning by guiding him in acquiring specific skills and by explicitly teaching those skills.

Ms. Schaefer hands Kyler a towel so he can begin cleaning up some milk that he spilled. He brings the towel to the edge of the table and Ms. Schaefer encourages him to bring the towel up and over the edge of the table. Kyler is concerned that his napkin has been soaked with milk. Ms. Schaefer asks him to think about how he could get another napkin and encourages him to do what he needs to in order to get one.
Clean Up Time

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Designing Enriched Learning Environments

3.3—Ms. Wignall and children in her class **work together to arrange the classroom materials in predictable ways so children know where to find things and where to put them away**.

Children work with Ms. Wignall to clean up the grocery store center. They work to put the boxed food where it belongs on a shelf and toy canned foods on the counter. In one basket they put all of the toy fruit and in another basket they put all of the toy vegetables.
Creating Patterns

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Areas of Development: Physical Development

2.13— A boy in Ms. Carlat’s class is **provided varied opportunities and materials that support fine motor development**.

A boy in Ms. Carlat’s class plays with a grid and pegs that require a great deal of fine motor skills to manipulate.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.24— A boy in Ms. Carlat’s class is **provided varied opportunities and materials to categorize...by...color**.

The boy playing with a grid and pegs chooses only red and orange pegs from a container. He uses these colors to create a pattern.

Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts

2.32— A boy is **provided...opportunities and materials to express...himself...creatively through...three-dimensional art**.

Pegs and a grid provide an opportunity for a boy in Ms. Carlat’s class to express his ideas about color combinations and design.

**Bold** text is taken directly from the standards
**Exploring 3D Shapes**

(1:59)

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Curriculum Content Areas for Cognitive Development: Early Mathematics

2.24—Children in Ms. Carlat’s class are **provided varied opportunities and materials to categorize by...shape...**

The children in Ms. Carlat’s small group categorize three dimensional shapes. They see different examples of rectangular prisms and cylinders and one shape they initially think is a pyramid. Ms. Carlat presents them with a pyramid so the children can compare the new shape to it. The children determine that the new shape is a prism, not a pyramid.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.26—The children in Ms. Carlat’s class are **provided varied opportunities and materials to understand basic concepts of geometry, for example, by naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.**

Ms. Carlat’s small group easily identifies rectangular prisms. When she introduces a triangular shape, one child states that it’s a pyramid. The children begin to explore the similarities and differences between the triangular shape and a pyramid. After some discussion, the children determine the triangular shape is a prism.

**Bold** text is taken directly from the standards
(Exploring 3D Shapes continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.17— Ms. Carlat uses her knowledge of content to pose problems and ask questions that stimulate children’s thinking...

When Ms. Carlat presents the pyramid and prism together, she asks, “Are they the same?” The children immediately recognize that the shapes are not the same. She asks the children to notice what is different between the two. The group decides to count the sides, and they determine the number of sides is the same. Charlie notices that the sides of the pyramid come together at a point and that helps the group determine that they are looking at a pyramid and a triangular prism.
**Exploring Water**

(2:01)

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Helping Children Make Friends

1.5—Isaiah and Ava’s teacher supports the **development of friendships and provides opportunities for** them **to play with and learn from each other**.

When Isaiah and Ava play together, Ava learns how to draw water into the baster. Isaiah shows her this skill that he has learned and persists in explaining and demonstrating until Ava has an understanding of how the baster works.

Curriculum: Essential Characteristics

2.8—The **materials and equipment** provided at the water center...**encourage exploration, experimentation, and discovery**...

Water is very intriguing for children. Isaiah learns about the properties of water as well as the properties of gravity as he moves water from one container to another. He uses the baster to squirt water into one cup, then draws it back into the baster and squirts it into a different cup and exclaims, “It went down THAT hole!”

Areas of Development: Language Development

2.15—Isaiah has **opportunities to develop competence in verbal and nonverbal communication**.

Isaiah explains the process for using the baster as he shows Ava how it works.

**Bold** text is taken directly from the standards
Gas Station

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Click the title above to see the HSCOF standards for this video.

Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts

2.32— **Children are provided many and varied open-ended opportunities and materials to express themselves creatively through...drama...**

The children that come to the gas station being attended by a classroom associate have the opportunity to decide how much gas they want. One boy, when asked where the gas tank is on his car, decides that it is in the front of the car. The children then have the opportunity to “pay” the associate for the gas.

Curriculum Content Areas for Cognitive Development: Social Studies

2.39— **Children are provided opportunities and materials to explore social roles in the family and workplace through play.**

The children coming to the gas station explore different societal roles. They observe how someone working in a service industry responds to customers. They also learn about the responsibilities associated with being a consumer, such as paying for products and services. They explore the role of a person who needs gas so the car will be able to transport them to the places they need to go.
Graphing with Blocks

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Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23— **Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities...**

Children make a graph in Ms. Carlat’s class to gain experience with one-to-one correspondence as they tally the results of their voting on preferred activities. One child counts the number of blocks for each activity listed on the graph and another child writes that number in the appropriate place on the graph.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.24— **Children in Ms. Carlat’s class are provided varied opportunities and materials to categorize by one or two attributes, such as...size...**

Ms. Carlat encourages the children to look at the length of lines representing the number of votes for each of the different activities on their graph. She indicates to them that they can distinguish between the most and least preferred activity simply by comparing the length of the lines for those activities.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.25— **The children in Ms. Carlat’s class are provided varied opportunities and materials to help them understand the concept of measurement by using standard and non-standard units of measurement.**

Ms. Carlat’s class makes a graph to show which activities children in the class like to do with friends. Each child is given one block to place on the graph indicating his or her preference. As the votes are tallied, Ms. Carlat draws lines on the graph to show how many children preferred each activity. She asks one child to count the number of blocks and another child writes the number next to the line.

**Bold** text is taken directly from the standards
**Gross Motor Supervision and Interaction** (1:08)

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### Other Standards to Consider

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**Curriculum: Essential Characteristics**

2.8—Ms. Romig designs large motor time so that **materials and equipment used...provide for children’s safety while being appropriately challenging...promote action and interaction...** and **are organized to support independent use...**

The track set up for trikes and wagons provides a specific area for children to play with wheeled toys. Arrows on the floor indicate the direction that children should travel on the track. There are enough toys that more than one child can play at a time. Some trikes are designed for one child only and some are designed for two children. Toys like the wagon and the comet balls provide opportunities for children to interact with each other or play alone. The materials are set up in such a way that children can select what they want to play with without the need for assistance from caregivers.
(Gross Motor Supervision and Interaction continued)

Curriculum Content Areas for Cognitive Development: Health and Safety

2.35—Children in Ms. Romig’s class are provided varied opportunities and materials that increase their awareness of safety rules in their classroom…and community.

Ms. Romig reminds a boy about riding his trike on the designated track. These safety rules apply to the gym but can relate to the outside community as well. The track specifies a safe area to ride the trikes and arrows on the floor indicate the acceptable direction to ride. These rules and predetermined routes lead toward traffic safety concepts for both roadways and recreational trails.

Curriculum Content Areas for Cognitive Development: Health and Safety

2.36—Children in Ms. Romig’s class have opportunities to practice safety procedures.

Ms. Romig has a conversation with boys playing with a wagon. She reminds the boy pulling the wagon of his responsibility to make sure the children in the wagon are sitting down so they are safe. This conversation also reminds the boys riding in the wagon of their responsibility to remain seated while riding to ensure their safety.
Guess the Tool

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Curriculum: Essential Characteristics

2.9— The curriculum guides...Ms. Fisher...to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...science, technology... and...health and safety...

Ms. Fisher discusses the difference between tools that need electricity to work and tools that do not use electricity. She works safety into the conversation by pointing out that she kept a basket over the wires before the activity so everyone would be safe, even though the wires were not plugged into an outlet. This reinforces the idea of electrical safety to the children. Ms. Fisher also mentions there are one or two tools in the box that the children would be able to use and one or two they would not be able to use because the children are not yet old enough.

Curriculum Content Areas for Cognitive Development: Social Studies

2.39— Children in Ms. Fisher’s class are provided opportunities and materials to explore social roles in the family and workplace...

Children in Ms. Fisher’s class have been learning about community helpers and the tools they use. She reminds the children of some of the roles they have discussed; for example, a cook might use a potato masher and a barber might use a comb. After the children guess the tool making the noise, Ms. Fisher encourages the children to talk about who might use such a tool.

Bold text is taken directly from the standards
(Guess the Tool continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.18—Ms. Fisher helps children identify and use prior knowledge. She provides experiences that extend and challenge children’s current understanding.

Ms. Fisher asks the children in her class to reflect on conversations they had in a previous lesson. During a unit on community helpers, the class talked about tools that different people use in their jobs. They discussed that a potato masher might be used by a cook and a comb might be used by a barber. As they discuss tools that need to be plugged in to work, Ms. Fisher asks the children to think about who might use those tools.
How Can You Solve That? (1:56)

Creating a Predictable, Consistent and Harmonious Classroom

1.8—Ms. Hoffman promotes pro-social behavior by...engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to a group.

Ms. Hoffman supports the decision of several boys to clean the Lego container in their classroom. She invites them to think about what they will need to complete the self-assigned task and guides them in their decision making. As the boys clean the container, she encourages them by saying “You guys are the best cleaners I’ve ever had!”

Curriculum: Essential Characteristics

2.8—In Ms. Hoffman’s classroom materials and equipment...are organized to support independent use.

A girl needs glue for an activity. Although she does not remember right away where the glue is kept, Ms. Hoffman guides her in finding the answer; the glue is kept in the writing center, which the girl can access on her own.

**Bold** text is taken directly from the standards
(How Can You Solve That? continued)

Creating Caring Communities for Learning

3.4—Ms. Hoffman creates and maintains a setting in which children...progress...toward increasing levels of autonomy and responsibility.

When Emma tells Ms. Hoffman that her socks are falling down, Ms. Hoffman restates Emma’s concern and asks, “How are you going to solve that problem, Emma?” When Emma says that she will unzip her boot, Ms. Hoffman follows up with the question, “What are you going to do with your sock?”

A girl needs glue for an activity but tells Ms. Hoffman she does not know where to find it. Ms. Hoffman presents possible locations that the glue might be. After the girl determines that the glue is not in the Lego center or at Ms. Hoffman’s chair, she remembers that the glue is kept in the writing center.

Several boys decide that the Lego container in their classroom needs to be cleaned. Ms. Hoffman guides them in figuring out what they will need to clean the container.
How Do They Fit? (0:57)

Areas of Development: Language Development

2.16— Brian has **opportunities to develop vocabulary through...experiences**...

During this activity Brian has the opportunity to become familiar with directional vocabulary such as “horizontal” and “vertical”.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23— Brian is provided with **opportunities and materials to build understanding of numbers**...

Ms. Nitchais-Reierson asks Brian how many of his pieces of paper are horizontal and how many are vertical. After he answers, Ms. Nitchais-Reierson asks Brian how many pieces of paper he used in total. He puts a finger on each piece as he counts them before telling her “8.”

Making Learning Meaningful for All Children

3.15— Ms. Nitchais-Reierson helps Brian **understand spoken language... by using... physical cues**.

When Ms. Nitchais-Reierson asks Brian about the pieces of paper he used during their activity, she says, “How many horizontal ones do you have?” as she moves her finger from side to side to indicate what she means by horizontal. Brian asks, “You mean like that?” as he moves his finger side to side in a similar motion. When Ms. Nitchais-Reierson confirms that he understands her question, he begins to count the pieces of paper that are placed horizontally.
How Many Are Here Today?

(1:52)

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.21—Garrett sees Ms. Romig **model functional use of writing...**

Ms. Romig writes the number of children in her class on the board. She asks Garrett to write the same number below hers. She then writes the names of two children who are absent on the board. She writes “2” on the board and asks Garrett to write “2”.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23—Garrett is **provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.**

Garrett has an opportunity to understand numbers and their relationships to quantities when he counts the children in his class and writes that number on the board. Ms. Romig writes “18” on the board and invites Garrett to do the same. She explains that writing a “1” and an “8” together is how “18” is written, thus connecting the number names to their written symbols.

**Bold** text is taken directly from the standards
(How Many Are Here Today? continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.20—Ms. Romig promotes children’s engagement and learning by guiding them in acquiring specific skills...

Children in Ms. Romig’s class count as part of their daily routine. The “teacher helper” for the day leads the counting and has the opportunity to write the number of children present and absent on the board.
How Many Now? (2:56)

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.20—**Children have varied opportunities to be read books in an engaging manner...**

Ms. Blohm teaches about counting and pattern recognition while reading a story about a pond. The story describes several different animals that live in or near the pond. She shows the children a blue shape on a piece of paper and asks what they think it might be. She then shows the children some additional visual aids of several cutout animals that are described in the story. As Ms. Blohm reads, she places the animal cutouts into the pond to engage the children further in the story and asks the children, “How many now?”. This leads to the children counting the animals with Ms. Blohm.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23—**Children are provided...opportunities...to build understanding of numbers...and ...quantities.**

Jenna uses simple addition to quickly determine that there are eight animals in the pond after a frog jumps in.
How to Draw Money

(2:49)

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Curriculum: Essential Characteristics

2.7—**The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule provides time and support for transitions...**

At the end of center time the teacher turns off the lights briefly and begins singing a cleanup song. This signals the children in the class that it is time to put things away and prepare for the next activity. Another teacher asks the girls if they would like to finish their work at center time to give them the option to come back to it later if they choose.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.26—**Children are provided varied opportunities and materials to understand basic concepts of geometry, for example, by naming and recognizing two-...dimensional shapes**

When one girl identifies the shape of her drawing as “square”, her friend helps her realize that the drawing of the money is in the shape of a rectangle.

Designing Enriched Learning Environments

3.2—**Teachers work to prevent challenging or disruptive behaviors through: environmental design; schedules that meet the needs and abilities of children; effective transitions; engaging activities.**

The classroom is set up to facilitate independence of the children during center time. Materials are accessible to them without the need of assistance from an adult. The predictable schedule puts children at ease and the cues of the lights going off and the cleanup song helps children transition to the next activity.
**Humpty Dumpty**

(2:16)

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**Curriculum: Essential Characteristics**

2.9—The curriculum guides...Ms. Katter...to incorporate content, concepts, and activities that foster...language, and cognitive development and that integrate key areas of content including...science...

As a prelude to a reading activity, Ms. Katter engages the children in her class in a discussion about eggs. She asks children to tell her what they know about eggs. The children discuss physical properties of eggs as well as what kinds of animals can hatch from eggs. Ms. Katter points out that eggs found in supermarkets come from chickens.

**Areas of Development: Language Development**

2.16—Children have varied opportunities to develop vocabulary through conversations...and...experiences...

Ms. Katter asks the children in her class what they know about eggs. One child mentions that eggs can crack while another shares that rotten eggs smell bad. When Ms. Katter asks if anyone knows what the yellow part of an egg is called, one child replies “olk”. Ms. Katter states that the yellow part of the egg is actually called the “yolk”.

**Bold** text is taken directly from the standards
(Humpty Dumpty continued)

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.20—Children in Ms. Katter’s class **have varied opportunities to:** be read books in an engaging manner in group...settings...engage in conversations that help them understand the content of the book...and...be assisted in linking books to other aspects of the curriculum...

Ms. Katter captures children’s attention by enlisting their help in reading “Humpty Dumpty” posted on the board. A conversation is held before reading to help the children make connections to their prior knowledge about eggs (eggs can produce different animals, eggs in supermarkets come from chickens) before doing choral reading in the large group.
Curriculum: Essential Characteristics

2.8— **Materials and equipment used to implement the curriculum**:

...in Ms. Carlat’s room are... **appropriately challenging**... **are organized to support independent use**... and... **are rotated to**... **accommodate new interests and skill levels**.

Board puzzles often capture children’s interests and are challenging at a variety of skill levels. This puzzle presented a challenge for the boy putting it together, but with repetition his skill levels will increase and he will likely seek more challenging puzzles as they are made available. The puzzles in Ms. Carlat’s classroom are stored so that they are accessible to the children to select on their own.

Areas of Development: Physical Development

2.13— **Children are provided varied opportunities and materials that support fine motor development**.

Board puzzles require manipulation that supports fine motor development. These puzzles are available during center time for children to use.

Designing Enriched Learning Environments

3.1— Ms. Carlat **organizes space and selects materials**... **to stimulate exploration**... **and conceptual learning**.

The boy putting a puzzle together in Ms. Carlat’s room learns spatial concepts as he figures out how to place the pieces of the puzzle.
Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.20—Sam has **opportunities to...be read books in an engaging manner...** and **...explore books on his own and have places that are conducive to quiet enjoyment of books.**

Ms. Thompson reads “The Very Hungry Caterpillar” in such a way that keeps the children’s attention. They predict what will happen next in the book and talk about their favorite parts. When Sam reads the book independently, he does so in a small loft area that gives him some separation from the rest of the class.
**I Like You! I Like You!**

Curriculum: Essential Characteristics

2.10— **The schedule provides children...time for play, self-initiated learning, creative expression...and child-initiated activity.**

As children arrive in the morning, they have several choices of activities. Paige uses the opportunity to write a note to her friend Ava. She draws a picture and learns how to spell the words she wants to use in the note to her friend.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.21— **Children have multiple and varied opportunities to write: writing materials and activities are readily available... Various types of writing are supported including...developmental spelling.**

Paige easily finds the materials she wants in the writing center to create a special note for her friend Ava. Ms. Nitchais-Reierson helps Paige spell the words she wants to use by encouraging her to identify the sounds she hears in the words. Even when this potentially results in an incorrect spelling, Ms. Nitchais-Reierson chooses to have Paige focus on the sounds she hears rather than correcting her.
(I Like You! I Like You! continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.19—Ms. Nitchais-Reierson promotes Paige’s engagement and learning by responding to her need for and interest in practicing emerging skills...

Ms. Nitchais-Reierson helps Paige to remain engaged until her writing and drawing is complete by giving her the support she needs to finish. This enables Paige to practice representing sounds in words.
**I Love Science!**

(1:50)

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Curriculum: Essential Characteristics

2.10—Emma has **learning opportunities** with **projects** such as exploring paleontology **that extend over the course of several days and incorporates...self initiated learning...**

The paleontology unit lasts approximately two months, with explorations about what paleontologists do and how they do their work. During center time Emma chooses to search for bones as a paleontologist would.

Areas of Development: Social-Emotional

2.12—The children in Ms. Bromwich’s class have **varied opportunities to engage...with teaching staff who are attentive and responsive to them...**

Emma’s teacher responds quickly to Emma’s discovery of a new bone and validates Emma’s claim that she “is for sure a paleontologist now”. In the middle of the discussion a child tells the teacher that he is feeling better. The teacher says, “You’re feeling better? Good.” Emma’s teacher also delights in Emma’s discovery that a straw floats in water.

**Bold** text is taken directly from the standards
(I Love Science! continued)

Curriculum Content Areas for Cognitive Development: Science

2.27—Emma is **provided varied opportunities and materials to learn key content and principles of science such as: ...Structure and property of matter (e.g., characteristics that include concepts like...floating and sinking)...**

Emma discovers that some objects float in water and some objects sink.
I Want to Play

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Areas of Development: Social-Emotional

2.12—Children in Ms. Schaefer’s class have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.

Kaylee is ready to play a game with a friend. Tjaden begins to pick up one of the pieces and Kaylee moves away from him. Tjaden follows her around a table and Ms. Schaefer notices the unhappy look on Kaylee’s face. She asks Kaylee if she likes it when Tjaden does that and Kaylee shakes her head “no.” Ms. Schaefer encourages Kaylee to tell Tjaden that she does not like it and offers to help Kaylee express her feelings.

Curriculum Content Areas for Cognitive Development: Social Studies

2.37—Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.

Tjaden wants to play a game that Kaylee has, but has a hard time expressing his feelings. Ms. Schaefer tells Tjaden that he can either wait until Kaylee is finished playing the game, or he can get the materials needed to start his own game. He chooses to start his own game. Ms. Schaefer helps him gather the materials and then plays the game with him.
Creating Caring Communities for Learning

3.5—Ms. Schaefer helps Tjaden learn socially appropriate behavior by providing guidance that is consistent with his level of development.

Ms. Schaefer helps Tjaden learn that instead of disturbing Kaylee’s game play, he can either wait for a turn with the game, or begin his own game.
If I Say Please

(2:53)

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Area of Development: Language Development

2.17—Children in Ms. Schuhmacher’s class have varied opportunities...that encourage them to have discussions to solve problems that are interpersonal...

When Isaiah and Cody have a disagreement about playing with a toy, Ms. Schuhmacher suggests they sit down and discuss the problem. She encourages them to talk to each other and redirects their attention to each other when needed. Through the discussion, the boys resolve their problem.

Creating Caring Communities for Learning

3.5—Ms. Schuhmacher helps Isaiah and Cody learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.

While Ms. Schuhmacher facilitates a discussion between two boys having a disagreement, she takes the opportunity to teach socially appropriate conflict resolution skills. She asks each boy to state the problem, and she repeats what the boys say so they are clear about what the other is saying. She encourages the boys to talk to each other instead of talking to her. Isaiah and Cody agree upon a solution and continue playing together.

Creating Caring Communities for Learning

3.6—Ms. Schuhmacher manages behavior and implements classroom rules and expectations in a manner that is consistent and predictable.

Isaiah and Cody seem familiar with the process of discussing conflicts with others in the class. They do not resist the idea of sitting down together and talking about the problem. Ms. Schuhmacher has set the expectations for behavior and for conflict resolution and the boys are comfortable with the process.

**Bold** text is taken directly from the standards
If You See a Snake

(1:27)

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Areas of Development: Social-Emotional

2.12— **Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ava and her friend Paige talk with Ms. Nitchais-Reierson about experiences their friends and families have had when encountering snakes. By engaging in the conversation with Ms. Nitchais-Reierson, Ava and Paige have the opportunity to practice conversation skills as well as learn from the stories they share.

Areas of Development: Language Development

2.15— **Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts and experiences; and describing things and events.**

Ava and Paige describe encounters with snakes and how the people reacted during those encounters. The girls share their thoughts with Ms. Nitchais-Reierson about those experiences.

**Bold** text is taken directly from the standards
**Labeling Seeds**

(2:56)

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**Curriculum: Essential Characteristics**

2.10— **The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for play, self-initiated learning, creative expression, large-group, small-group, and child-initiated activity.**

This planting project is an extension of a previous project about compost and earthworms. The children spent time prior to planting seeds in this soil observing earthworms in the dirt and learning about what compost is, how it is created, and its purpose for plants.
(Labeling Seeds continued)

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.22—Children in Ms. Gehrke’s class are provided multiple and varied opportunities to develop phonological awareness...children’s...efforts to write letters that represent the sounds of words are supported.

A girl in Ms. Gehrke’s class wants to write “corn” on her seed container. She expresses that she does not know how to write it. Ms. Gehrke helps her think about how she could write “corn” by pronouncing each phoneme in the word so that the child can hear each sound and attempt to represent it in her writing. Ms. Gehrke helps her notice the “kuh” sound at the beginning of the word and the girl says “k”.

Ms. Gehrke encourages her to write the letter she hears. When the girl still struggles a bit, Ms. Gehrke suggests looking at the seed packet as a resource for writing “corn.” The girl uses the seed packet as guide for labeling her container. She discovers that “corn” starts with the letter “c”, not the letter “k”. Ms. Gehrke points out that “c” and “k” both have a “kuh” sound.

Using Time, Grouping, and Routines to Achieve Learning Goals

3.11—Ms. Gehrke creates opportunities for children to engage in group projects and to learn from one another.

Ms. Gehrke uses the experiences the children had from previous projects to extend their learning into the area of how plants grow. She embeds literacy development into these activities by giving the children a purpose for reading, writing, and communicating with each other. The set up of the center allows for cooperative learning and facilitates peer interaction.
Let’s Share a Book

(2:55)

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Areas of Development: Social-Emotional

2.12— A girl has...opportunities to engage throughout the day with teaching staff who are attentive and responsive to them...

A girl wants to read a favorite book with a classroom associate. The associate helps her find the book she wants and together they begin to read and sing the words of the book. Earlier, the class had created characters from the book and displayed them on a wall. The associate asks the girl which of the characters she worked on and acknowledges the girl’s work on “red bird.”

Curriculum Content Areas for Cognitive Development: Early Literacy

2.20— A girl has opportunities to: be read to regularly in individualized ways including one-to-one... have access to various types of books, including... books with rhymes... be read the same book on repeated occasions... engage in conversations that help them understand the content of a book... identify the parts of books...

A girl chooses a favorite book to read with a classroom associate. The girl is quite interested in who made the illustrations for the book. The associate explains more than once who wrote the words and who drew the illustrations. The rhyming words in “Brown Bear, Brown Bear” are easily sung by the girl and associate.

**Bold** text is taken directly from the standards
(Let’s Share a Book continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.19— Teachers promote children’s engagement and learning... by enhancing and expanding activities that children choose to engage in repeatedly.

The class is quite familiar with “Brown Bear, Brown Bear.” The girl and associate reading the book sing the words and refer to a nearby wall where characters from the book that the class created together are displayed.
**Look What We Have Made**

(3:16)

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Areas of Development: Language Development

2.18—**Children** in Ms. Romig’s class are provided varied opportunities and materials that encourage them to engage in discussions with one another.

During the construction of a castle with cardboard blocks, a boy discusses with a girl what their castle needs as they look at a picture of another castle in the class’s book, “Look What We Have Made!” The boy tells the girl that they need “a hole so the princess can get inside”.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.20—**Children** in Ms. Romig’s class have varied opportunities to: explore books on their own and they have access to various types of books.

The book, “Look What We Have Made” is a compilation of photographs and descriptions of different structures children in the class constructed with cardboard blocks. The book is available during center time for children’s inspiration in constructing their own structures.

Responding to Children’s Interests and Needs

3.12—A student teacher uses her knowledge of children’s... interests, ideas, and skills to tailor learning opportunities for groups and individuals.

A girl looking at a classroom book for ideas of what to build with blocks does not find inspiration initially. When a boy says that he has an idea, the student teacher suggests they look at the book again. The boy and girl, as well as other children, work together to create a castle based on an idea from the classroom book.

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Looking at Shapes

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Curriculum: Essential Characteristics

2.9— The curriculum guides...Ms. Carlat...to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...mathematics...

The book that Ms. Carlat shares with her small group encourages the children to think about two and three-dimensional shapes and how they can find examples of those shapes in everyday life. The book introduces three-dimensional shapes and then relates them to objects children can see around them. A rectangular prism becomes a tall building, a sphere becomes a baseball and a cube becomes a puzzle game.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.26— Children in Ms. Carlat’s class are provided varied opportunities and materials to understand basic concepts of geometry, for example, by naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.

Children explore a book about shapes with Ms. Carlat to make connections between the shapes in the book and objects they may encounter in daily life. One child notices that a cone looks like an ice cream cone or a “castle piece”. A boy notes that a sphere looks like a scoop of ice cream that could go on top of the ice cream cone. He also notes that a cylinder looks like a popsicle.
(Looking at Shapes continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.17— Ms. Carlat uses her **knowledge of content to...ask questions that stimulate children’s thinking.** She helps ...**children express their ideas and build on the meaning of their experiences.**

Ms. Carlat points out that a tall building is in the shape of a rectangular prism. She then asks a girl in the group if her dad works in a building like the one shown in the book and the girl confirms that he does.
Making a Telescope

(3:21)

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Curriculum: Essential Characteristics

2.8—In Ms. Carlat’s room materials and equipment used to implement the curriculum: encourage exploration, experimentation, and discovery... and...are organized to support independent use...

A girl making a telescope in Ms. Carlat’s class has everything she needs to complete the project. The paper, tape, and scissors used for the project are all easily accessible. She discovers that keeping her rolled paper from unrolling and taping it at the same time are challenging, so she seeks help from a student teacher.

Areas of Development: Physical Development

2.13—In Ms. Carlat’s class children are provided varied opportunities and materials that support fine motor development.

During center time a girl makes a telescope by rolling a piece of paper into a tube. She uses masking tape to hold the telescope together and scissors to cut the tape. All parts of this project support the girl’s fine motor development.

Designing Enriched Learning Environments

3.1—Ms. Carlat organizes space and selects materials...to stimulate exploration...and...discovery...

When a girl in Ms. Carlat’s class makes a telescope by rolling a piece of paper into a tube, she discovers that it is difficult to keep the tube of paper rolled while taping it. She makes a few attempts to secure the tube with tape and then enlists the help of a student teacher. The children are allowed to explore different and creative ways to make use of the materials in their classroom.

**Bold** text is taken directly from the standards
Measuring with Pumpkins

(2:23)

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Areas of Development: Social-Emotional

2.12—Children in Ms. Hand’s class **have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Hand responds to a child’s request to figure out how tall she is using paper pumpkins as a tool for measuring. She helps children engage in the activity and stops for a moment to listen to Logan as he describes how he was offering to share with another child. She then invites Logan to be measured with pumpkins. When Kyla expresses interest in being measured with pumpkins, Ms. Hand tells her that she can have a turn after Logan.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23—In Ms. Hand’s class **children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.**

Ms. Hand has provided the children in her class a pumpkin number line they can use to measure how tall their friends are. The first pumpkin in the line is marked with a number 1 and each successive pumpkin shows the appropriate successive number. As the children measure each other’s height, they count the pumpkins starting at the child’s feet and ending at the top of the child’s head.

**Bold text is taken directly from the standards**
(Measuring with Pumpkins continued)

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.25— Children in Ms. Hand’s class are provided varied opportunities...to help them understand the concept of measurement by using...non-standard units of measurement.

The children in Ms. Hand’s class are taking turns measuring each other’s height with a pumpkin number line. Each pumpkin has a number on it to reinforce the idea of ever increasing numbers being used to measure objects, such as numbers on a yard stick or meter stick.
Morning Group Job Chart

(1:31)

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Areas of Development: Language Development

2.15—Children in Ms. Romig’s class have...opportunities to develop competence in verbal and nonverbal communication by responding to questions...

Ms. Romig asks different types of questions that children in her class can respond to verbally and nonverbally. When she asks whose name appears on the job chart in the place where she is pointing, the child raises his or her hand. Then Ms. Romig asks the child what job they will be doing that day and the child responds with the name of the job.

Areas of Development: Language Development

2.16—Ms. Romig’s class has opportunities to develop vocabulary through conversations.

Ms. Romig makes a point of using positional words (“top” and “under”) when reviewing the job chart. She gives a slight emphasis to the positional words when she uses them with her students thereby drawing children’s attention to the words.

**Bold** text is taken directly from the standards.
(Morning Group Job Chart continued)

Curriculum Content Areas for Cognitive Development: Social Studies

2.37 - Children in Ms. Romig’s class are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.

The job chart in Ms. Romig’s classroom is divided into two sections. One day, the children listed on one side of the chart have jobs to do. The next day, the children on the other side of the chart have jobs. With a job to do every other day, the children regularly experience the importance of the role of each member in a community.
**Morning Message**

(1:53)

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.21— **Children see...** Ms. Kimpston...**model functional use of writing.**

Ms. Kimpston writes a sentence on a white board during group time. She describes the mechanics of how she is writing the sentence and asks the children in her class for their ideas on different aspects of writing such as spacing, what a sentence begins with and where she should start writing when she begins a new line. The sentence she writes lets the children know one of the planned activities for the day.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.22— Children in Ms. Kimpston’s class are **provided multiple and varied opportunities to develop phonological awareness**: They are encouraged to play with the sounds of language, including syllables...and phonemes... The children are helped to name...letters and say the sounds they represent.

Ms. Kimpston helps the children in her class sound out the word “chicks” by breaking the word into phonemes. When she writes the first word on the white board, she enunciates the sounds the letters make (wuh—ee) and the children say the word “we”.

**Bold** text is taken directly from the standards
(Morning Message continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.20—Ms. Kimpston promotes children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.

Ms. Kimpston teaches the children in her class to sound out words and to use the individual letter sounds as a guide to pronouncing words. When the children encounter an unfamiliar word, “chicks”, Ms. Kimpston helps the children hear the sounds of the individual phonemes, and then combine the sounds to form the word “chicks”.

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My Machine

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Areas of Development: Language Development

2.15—**A boy** in Ms. Romig’s class has opportunities to develop competence in verbal...communication by responding to questions...and...describing things...

A boy demonstrates his verbal competence when he describes the function of a machine he constructed from wooden blocks to a classroom associate. She asks questions for clarification about the nature of the machine, giving him the opportunity to elaborate.

Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts

2.32—**Children are provided**...varied open-ended opportunities and materials to express themselves creatively through...three-dimensional art.

A boy in Ms. Romig’s class chooses wooden blocks to realize his conception of a machine that makes other wooden blocks.

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.18—A classroom associate helps a boy **identify and use prior knowledge**.

A boy shows a classroom associate a machine that he constructed out of wooden blocks. She uses this as an opportunity to ask questions that encourage him to access knowledge he has about how machines work and relate that to how his machine operates.

**Bold** text is taken directly from the standards
Name Cards

Creating Caring Communities for Learning

3.4—Ms. Schaefer creates and maintains a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy, responsibility, and empathy.

Ms. Schaefer holds up name cards during a transition. When a child sees his or her name, Ms. Schaefer asks the child to tell her how old he or she is. Some of the children respond verbally without hesitation. Other children hold up fingers to represent how old they are. Ms. Schaefer encourages them to use words to tell her how old they are.

Creating Caring Communities for Learning

3.5—Ms. Schaefer helps...children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.

Children waiting to line up during a transition sit quietly while Ms. Schaefer explains the transition activity. She holds up a name card and she asks the child whose name is on the card to tell her how old he or she is. The children remain quiet while their friends, one by one, tell Ms. Schaefer how old they are when their turn comes.

**Bold** text is taken directly from the standards
**Name Cards 2**

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.19— In Ms. Hansen’s classroom **children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:...print is used to describe some rules and routines...**and Ms. Hansen...**helps children recognize print and connect it to spoken words.**

Ms. Hansen shows name cards to her class to identify the classroom helpers for the day. All of the children have the opportunity to say the name shown on the card. Once a child identifies his or her name, Ms. Hansen asks them to say the first letter in his or her name.

Curriculum Content Areas for Cognitive Development: Social Studies

2.37— **Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.**

Each day in Ms. Hansen’s class there are different classroom helpers. The children help with parts of the daily routine in the classroom. When individuals share in the responsibilities of a community, they gain a sense of pride in the community. This leads to a feeling of acceptance and belonging as a valued member of a community.

**Bold** text is taken directly from the standards
Paper Airplanes

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Areas of Development: Social-Emotional

2.12—A boy in Ms. Carlat’s class has **varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to him**...

A boy who has just made paper airplanes for everyone in his class is eager to show Ms. Carlat. She acknowledges his accomplishment and helps him count to determine if there is one airplane for every child and teacher in the class.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23—In Ms. Carlat’s class, **children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.**

Ms. Carlat uses a boy’s interest in making paper airplanes as an opportunity to reinforce his emerging math skills. Together they count the airplanes and the boy gains experience in one-to-one correspondence.

Responding to Children’s Interests and Needs

3.12—Ms. Carlat **uses her knowledge of children’s...interests...to tailor learning opportunities for groups and individuals.**

When a boy in Ms. Carlat’s class brings her a stack of paper airplanes he made for his class, she uses the opportunity to encourage development of his math skills. Together they count the airplanes and discover he has made enough for all the children and teachers in the classroom to have one. Ms. Carlat also uses the opportunity to reinforce the idea of community and the social-emotional aspects of thinking about others in a group.

Bold text is taken directly from the standards
**Playing a Card Game**

(3:39)

### Curriculum: Essential Characteristics

2.5— *Curriculum goals and objectives guide...Ms. Kimpston’s...ongoing assessment of children’s progress.*

While the group plays Uno, Ms. Kimpston documents how each child takes his or her turn during the game. She notes things like whether or not the child recognizes the numeral and names it correctly, how the child chooses to play his or her cards and if the child is able to make a correct play independently.

### Curriculum Content Areas for Cognitive Development: Early Mathematics

2.24— In Ms. Kimpston’s class, *children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.*

While playing Uno, the children in Ms. Kimpston’s class make decisions about their next turn by looking at the previous card played and deciding if they should use a card of the same number, the same color or if they need to draw a card to play.

### Creating Caring Communities for Learning

3.4— Ms. Kimpston...*creates and maintains a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy...*

Children are guided by Ms. Kimpston if they have questions while playing Uno. She reminds them of how the game play works (matching the color or number of the card in the discard pile) and explains special cards when they are played (Draw Two, Skip, etc.). Ms. Kimpston also uses an assistive device for one child with a hearing impairment so that the child can easily participate in the activity.

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**Bold** text is taken directly from the standards
Curriculum: Essential Characteristics

2.8— Materials and equipment used to implement the curriculum:...promote action and interaction...

Ms. Knudson has made a Memory game available to the children in her class. The children are able to set up the game independently and proceed with the game without assistance. The children keep track of whose turn it is and talk about the game as they play it. When they finish the game, they decide to play again.

Areas of Development: Language Development

2.18— Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

The game Memory provides an opportunity for the children to discuss the game while they play it. They share frustrations when they do not find a match and keep careful track of whose turn is next. At the end of the game, they count the number of cards they matched and compare with each other.

Curriculum Content Areas for Cognitive Development: Social Studies

2.37— In Ms. Knudson’s class, children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.

The children playing Memory in Ms. Knudson’s class demonstrate acceptance of everyone in the group. When a boy begins his turn early, he is quick to acknowledge that “it’s Angel’s turn.” As the game continues, the children narrate the game (“ok, now it’s your turn”).
Preschool Geometry

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Curriculum Content Areas for Cognitive Development: Early Mathematics

2.26—**Children are provided...opportunities and materials to understand basic concepts of geometry...by...recognizing how figures are composed of different shapes.**

Using pattern blocks and frames, children explore shapes and angles while working to complete figures. They also improve their visual spatial skills through this activity.


Pretend Play Firefighter  
(2:57)

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Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts.

2.32—Three boys are provided...open-ended opportunities and materials to express themselves creatively through...drama...

These children were provided with materials to stimulate and enhance dramatic play, such as the helmets worn by two of the boys. The boy wearing the firefighter's helmet talks about the fire being out and suggests that it is time to clean the kitchen. A tornado warning becomes the central theme of their play. The boys are allowed to explore their play-theme creatively as they come up with imaginative solutions for dealing with the tornado, including punching it and whacking it with pans.
Pretend Play with Blocks

(1:09)

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Areas of Development: Language Development

2.15— The children in Ms. Romig’s class **have varied opportunities to develop competence in verbal...communication by...communicating needs, thoughts and experiences.**

During center time, Ms. Romig allows the children to select the materials they want to use as well as whether they want to play alone or with a friend. This creates the conditions for these children to have opportunities to express their needs and ideas to one another. Two instances of this occur between the girl and two boys where they are able to communicate verbally to negotiate the use of materials and space.

2.17— The children **have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal.**

The first boy in this excerpt explains that he “had that cat”. The girl follows this statement with a request for him to find her another one. They are able to resolve this potential conflict by talking to each other rather than becoming angry or resorting to physical aggression. Additional negotiation occurs later when she and another boy agree not to break each other’s structures.

**Bold** text is taken directly from the standards
Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

2.32—The children are provided many and varied open-ended opportunities and materials to express themselves creatively through...drama....

The children in Ms. Romig’s class have access to a variety of blocks and accessories that they can use to engage in dramatic play. The girl uses wooden unit blocks to build a setting for the figures she has selected and then begins to act out a scenario about a cat who is “king of the cats”.

*Bold* text is taken directly from the standards
Pumpkin Exploration

(3:25)

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Curriculum: Essential Characteristics

2.8— In Ms. Hand’s class, **materials and equipment used to implement the curriculum reflect the lives of the children and families, provide for children’s safety while being appropriately challenging... encourage exploration, experimentation and discovery... and...promote action and interaction.**

Pumpkins are readily available and a staple of Midwestern culture. Ms. Hand offers children the opportunity to develop fine motor skills by providing plastic hammers that can be used to drive wooden golf tees into the pumpkin. This leads to the children experimenting with different ways they can use the hammer and which parts of the pumpkin are easier than others to drive the tees into. The boys engaged in this activity discuss their observations.

Designing Enriched Learning Environments

3.2— Ms. Hand **works to prevent challenging or disruptive behaviors through... engaging activities.**

The boys driving golf tees into a pumpkin are completely engaged in what they are doing. Their high level of interest and involvement precludes any challenging or disruptive behaviors.
(Pumpkin Exploration continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.19—Ms. Hand promotes children’s engagement and learning by... enhancing and expanding activities that children choose to engage in repeatedly.

The children in Ms. Hand’s class have opportunities to explore pumpkins in several different ways. By hammering golf tees into the pumpkins children learn about the external structure of the pumpkin. The science center provides children with the opportunity to look at various parts of the pumpkin with a magnifying glass as well as explore the internal structure of the pumpkin that has been cut open.
Purposeful Writing

(0:40)

Areas of Development: Physical Development

2.13—Children in Ms. Uhlenberg’s class are provided varied opportunities and materials that support fine-motor development.

Two girls have been working on an art project that involves gluing cotton swabs on construction paper. When one girl finishes, she gets a marker so she can write her name on her project.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.21—Children have multiple and varied opportunities to write: writing materials and activities are readily available... various types of writing are supported...

When a girl in Ms. Uhlenberg’s class wants to write her name on an art project, she knows exactly where to find a marker. She writes her name on her project without assistance and then explains that she wrote her name so that people will know that the art project is hers.
Skip to content

Reading a Class-Made Book

Reading a Class-Made Book

(IQPPS) Page 198 of 646

**Areas of Development: Social-Emotional**

2.12— Riviera has...*opportunities to engage throughout the day with teaching staff who are attentive and responsive to* her...

Riviera decides to look at a book her class made. As she begins to look at it, Ms. Koenigsberg reminds Riviera that the book is about a class field trip and encourages her to look at the pictures. Riviera takes pride in the page that she made and Ms. Koenigsberg shares Riviera’s enthusiasm.

Curriculum Content Areas for Cognitive Development: Social Studies

2.37— In Ms. Koenigsberg’s class, *children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.*

Riviera begins to read a book her class made about a field trip they took. Several of her friends crowd around her to look at the book with her. After Riviera finds the page she made, another boy begins to point out to his nearby friends when their pages are being looked at. The children share each other’s pride and enthusiasm at seeing their work in a book.

Using Time, Grouping, and Routines to Achieve Learning Goals

3.10— Ms. Koenigsberg *organizes time and space...to allow children to work or play individually and in pairs...or...to come together in small groups...*

During center time, Riviera chooses to look at a book her class made about a field trip. She sits on a bean bag chair to look at the book. Several of her friends gather around the bean bag chair and look at the book with her.

**Bold** text is taken directly from the standards
Reasons to Write

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.19— Owen has **opportunities to become familiar with print**.

When Owen decides that he would like his ramps to be left up to play with the next day, Ms. Bromwich helps him make a sign that says “Save for Owen”. He helps sound out the word “save” and watches as Ms. Bromwich writes the letters. Owen spells his name as Ms. Bromwich writes each letter. He also contributes to the sign by drawing a familiar letter, a capital “E” on the sign.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.21— Owen sees Ms. Bromwich **model the functional use of writing...and** he is... **provided needed assistance in writing the words and messages** he is **trying to communicate**.

Owen watches closely as Ms. Bromwich writes the letters needed to make a “save” sign for ramps he was using. She asks him how to spell his name and then writes the letters down, repeating them back to him. When Owen wants to write a letter on the sign, Ms. Bromwich acknowledges that he has written a capital “E. This demonstrates for Owen that writing serves a purpose by communicating to his friends not to take down his ramp structure.
Areas of Development: Language Development

2.15—Children in Ms. Nitchais-Reierson’s class develop competence in verbal and nonverbal communication by responding to questions; communicating...thoughts and experiences...

During the course of this activity, the children engage in discussions with each other and with Ms. Nitchais-Reierson. Words that are new to the children’s vocabulary such as “horizontal” and “vertical” are reinforced with gestures indicating which direction is horizontal and which is vertical. The children also discuss how they chose to complete the activity.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.25—Children in Ms. Nitchais-Reierson’s class are provided varied opportunities and materials to help them understand the concept of measurement by using...non-standard units of measurement.

The children in Ms. Nitchais-Reierson’s small group work to solve a problem she presents. They are to figure out how use rectangles to cover a square piece of paper. The task can be viewed as determining how many horizontal rectangles and how many vertical rectangles it takes to cover the square.
(Rectangle continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.17— Ms. Nitchais-Reierson uses her knowledge of content to pose problems and ask questions that stimulate children’s thinking ...

Ms. Nitchais-Reierson asks the children several questions during the activity. She asks questions like, “What happens if you turned all of those rectangles horizontal?” and, “Are yours the same?”. Questions like these encourage the children to think about what they are doing and why they are doing it and contribute to the development of critical thinking skills.
Sand Exploration

Curriculum Content Areas for Cognitive Development: Science

2.27— Children in Ms. Christner’s class are provided varied opportunities and materials to learn key concepts and principles of science such as...structure and property of matter.

The girls at the sand table play with dry sand. They want to use molds to make different shapes in the sand, but the dry sand will not mold well. The girls ask an associate for help. The associate helps the girls add water to the dry sand and then asks them if the molds work with the wet sand. The girls have the opportunity to explore the differences in the properties of dry sand versus wet sand.

Curriculum Content Areas for Cognitive Development: Science

2.28— Two girls in Ms. Christner’s class...are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomenon.

The girls at the sand table want to use molds to shape the sand. When the dry sand will not stick together in a molded shape, a classroom associate suggests adding water to see if the molds work with wet sand. The girls have the opportunity to explore how adding water to the sand makes it more moldable than the dry sand.

Designing Enriched Learning Environments

3.1— Ms. Christner organizes space and selects materials...to stimulate exploration, experimentation, discovery, and conceptual learning.

The sand table provides many opportunities for children to explore the natural earth and develop concepts about the properties of matter (differences between how wet sand and dry sand react to being molded into shapes). The shovels and molds provided with the sand table align with age appropriate preferred activities such as scooping and dumping.

**Bold** text is taken directly from the standards
### Sand Play

(0:57)

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### Areas of Development: Social-Emotional

2.12—Children in Ms. Fisher’s class have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.

Ms. Fisher has a conversation with Kaylee and Jason while they play at the sand table. She takes the time to observe what the children are doing and uses this as an opportunity to ask questions and draw the children’s attention to details. Kaylee observes that sand will flow through a sieve by shaking the sieve. When Ms. Fisher asks Jason if he can scoop a lot of sand with a slotted spoon, Kaylee observes that sand goes through the spoon because it has holes.
(Sand Play continued)

Areas of Development: Language Development

2.16—**Children have varied opportunities to develop vocabulary through conversations...and...experiences...**

Kaylee sifts sand at the sand table. As she begins to examine the tool she has been using, she asks Ms. Fisher what the tool is called. Ms. Fisher tells her it’s a “sieve” and Kaylee repeats “a sieve.” Ms. Fisher goes on to describe what the sieve looks like by saying, “This looks sort of like a screen to me, like on a screen door.”

Designing Enriched Learning Environments

3.1—Ms. Fisher **organizes space and selects materials...to stimulate exploration, experimentation, discovery, and conceptual learning.**

Sand is an engaging material for children. The sand table in Ms. Fisher’s room offers children a variety of tools to explore the sand including tools for scooping, sifting and dumping.
Setting Up the Environment

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Curriculum: Essential Characteristics

2.8—Ms. Schuhmacher uses materials that encourage exploration, experimentation, and discovery... promote action and interaction...and...are organized to support independent use...

The paint rollers allow children to explore the medium of paint while experimenting with making both broad and thin lines as well as exploring the effects produced by mixing different colors. The center is set up so that children can paint independently. The girls have a conversation about the pictures they paint and discuss their color preferences.

Areas of Development: Language Development

2.18—**Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.**

Ms. Schuhmacher sets up the painting center so that the children in the center have enough room to work, but are close enough to have conversations. The setup allows for both girls to reach the different colors of paint rollers and one girl comments on her preference for one shade of blue over another.

Designing Enriched Learning Environments

3.1—Ms. Schuhmacher organizes space and selects materials ... to stimulate exploration, experimentation, discovery, and conceptual learning.

One girl at the painting center has difficulty getting one of the paint rollers to work in the way she expects. She tries using the edge of the roller and to make a broad line. Her friend learns the concept of laying colors on top of each other as she creates her design.

**Bold** text is taken directly from the standards
Sewing Cards and Puzzles

(3:24)

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Areas of Development: Social-Emotional

2.12—Three boys **have...opportunities to engage...with teaching staff who are attentive and responsive to them...**

The associate is engaged with the boys playing with sewing cards and puzzles. She has a conversation with the boys while they play and asks questions about the pictures on the sewing cards and completed puzzle such as, “Who eats acorns?” and “Did you have a pumpkin at your house?”

Areas of Development: Physical Development

2.13—Three boys **are provided...opportunities and materials that support fine motor development.**

The boys use their fine motor skills to thread yarn through sewing cards, grasp the pegs on the peg puzzles, and manipulate the pieces so they will fit when putting together jigsaw puzzles.

Areas of Development: Language Development

2.15—Three boys **have...opportunities to develop competence in verbal...communication by responding to questions; communicating...thoughts and experiences...**

The associate asks the boys playing with sewing cards and puzzles several questions related to what they are doing. The boys have the opportunity to identify pictures and share their own thoughts and experiences when responding to questions (“Who eats acorns?” and “Did you have a pumpkin at your house?”).

**Bold** text is taken directly from the standards
Sharing Space

(1:34)

Areas of Development: Language Development

2.17— Children in Ms. Fisher’s class have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal...

During block play, a conflict arises when Justin and Jason want to build in the same space. Ms. Fisher helps clarify the situation by explaining to Justin that Jason was building in the space before he was. Jason offers to share blocks with Justin and says it is okay for Justin to build in the same space.

Creating Caring Communities for Learning

3.5— Ms. Fisher helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.

When a conflict between Justin and Jason arises during block play, Ms. Fisher helps Justin understand the situation. Justin wants to build where Jason is building. Ms. Fisher explains that if Justin wants to build there too, he can ask Jason’s permission. Jason then offers to share his blocks and the space with Justin. Ms. Fisher acknowledges Jason’s gesture by saying, “That was a friendly thing to do!”

**Bold** text is taken directly from the standards
(Sharing Space continued)

Supervising Children

3.9—Ms. Fisher *supervises children primarily by sight*...

When a conflict arises between Jason and Justin during their play with blocks, Ms. Fisher is nearby to help the boys work through the conflict.
Signing In

(2:53)

Areas of Development: Physical Development

2.13— **Children are provided varied opportunities and materials that support fine-motor development.**

Children in Ms. Hand’s class are presented with the opportunity to write their names as part of a routine each morning.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.19— **Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom.**

During the signing in process, Dakota finds his name amongst his friends’ names on a board located near the door as he enters the classroom. He then writes his name on a sign-in sheet as part of a daily routine.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.21— In Ms. Gillette’s class **children have multiple and varied opportunities to write...children are given the support they need to write on their own...including access to the alphabet and to printed words...on laminated cards.**

Ms. Gillette makes laminated name cards available to the children in her class so they can practice writing their names. For some children, a dashed line version of their name helps them form the letters. Other children write their names without the support of the dashed lines.

**Bold** text is taken directly from the standards
Creating Caring Communities for Learning

3.4— **Teaching staff create and maintain a setting in which children of differing abilities can progress...toward increasing levels of autonomy and responsibility...**

The jobs that the boy and girl in this clip do as snack helper give them an opportunity to have responsibility and autonomy as they fulfill the requirements of the job. The girl setting the table does so without any guidance from teachers and the boy who is a dual language learner passes out milk in a method that works for him. All children are given the same opportunities to share in classroom responsibilities and contribute to the community.
Areas of Development: Physical Development

2.13— **Children are provided varied opportunities and materials that support fine motor development.**

Fine motor skills are used and developed when children manipulate pattern blocks and carefully place them into a frame.

**Curriculum Content Areas for Cognitive Development: Early Mathematics**

2.26— **Children are provided varied opportunities and materials to understand basic concepts of geometry by recognizing how figures are composed of different shapes.**

Pattern blocks provide an excellent opportunity for children to recognize how different shapes can be combined to create other shapes and designs. Children also begin to understand angles when playing with pattern blocks.

**Designing Enriched Learning Environments**

3.1— Ms. Schuhmacher selects materials...to stimulate exploration, experimentation, discovery and conceptual learning.

Pattern blocks encourage children to explore and experiment with different shapes and how those shapes can be used to create figures. Children also have opportunities to increase their understanding of spatial relationships.
Stacking Blocks

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Curriculum: Essential Characteristics

2.11— **The curriculum guides**...Ms. Gillette...to plan for children’s engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study.

Ms. Gillette helps children build a castle from blocks. As they are finishing the fence around the castle, Ms. Gillette suggests they put spikes on the fence, “to keep the foxes out, or the Big Bad Wolf”, a reference to the well known “Three Little Pigs” story.

Designing Enriched Learning Environments

3.1— Ms. Gillette **organizes space and selects materials in all content and developmental areas to stimulate exploration, experimentation, discovery, and conceptual learning.**

The block area is organized so that a variety of different types of blocks are easily accessible to children. The area is self contained so that children may build structures without concern that they might be knocked over accidentally by someone walking by.

Responding to Children’s Interests and Needs

3.12— Ms. Gillette uses her **knowledge of children’s... interests, ideas, and skills to tailor learning opportunities for...individuals.**

Ms. Gillette talks with Lily about the structure they are creating together. She asks questions to stimulate Lily’s reasoning about the structure, and suggests a dramatic play element when adding “spikes” to the fence (to keep the foxes out, and to keep out the Big Bad Wolf).
**Storytelling**

(2:58)

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.20—Children in Ms. Harmon’s class have **opportunities to retell or reenact events in storybooks**.

A girl in Ms. Harmon’s class draws inspiration from familiar fairy tales to tell a story using her own words.

Area of development: Language Development

2.15—Ms. Harmon’s students have **opportunities to develop competence in verbal and nonverbal communication** through their storytelling.

Children in Ms. Harmon’s class have the opportunity to use their own words and actions to retell stories as well as create their own stories.

**Bold** text is taken directly from the standards
Taking Turns

Areas of Development: Social-Emotional

2.12—**Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Several boys express interest in playing with the same dinosaur at the same time. Ms. Uhlenberg explains the order in which the boys asked to play with the dinosaur. She suggests that it might be helpful to create a waiting list to facilitate turn taking with the dinosaur.

Curriculum Content Areas for Cognitive Development: Social Studies

2.37—In Ms. Uhlenberg’s class, **children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.**

When four boys in Ms. Uhlenberg’s class want to play with a dinosaur at the same time, she explains to each successive boy the order of who will play with the dinosaur next. Each boy is assured that he will have a turn to play with the dinosaur. When Brady finishes playing with the dinosaur, he finds his friend Tate and gives the dinosaur to him.

**Bold** text is taken directly from the standards
Creating Caring Communities for Learning

3.5— Ms. Uhlenberg helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.

The concept of “waiting your turn” is a familiar one to the children in Ms. Uhlenberg’s classroom. When several boys want to play with a dinosaur at the same time, Ms. Uhlenberg explains whose turn will come next. The boys accept this answer as an assurance that they will get to play with the dinosaur when their turn comes.
**Teacher Talk**

(2:19)

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Areas of Development: Social-Emotional

2.12—**Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Waterman asks children at the table what letter or number they are sewing. She points out the significance of certain letters in their names. Ms. Waterman shows an interest in the children’s thoughts and ideas.

Areas of Development: Physical Development

2.13—**Children are provided varied opportunities and materials that support fine motor development.**

The children in Ms. Waterman’s class play with letter and number sewing cards. This requires the children to hold the card in one hand while threading yarn through small holes with the other hand.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.22—**Children are regularly provided multiple and varied opportunities to develop phonological awareness:...children are encouraged to play with the sounds of language, including... phonemes... children are helped to name...letters and say the sounds they represent...**

Children sew letter and number cards with Ms. Waterman. They discuss how certain letters appear in certain names. Peyton and Tanner realize that the letter “t” is in both of their names. When a girl shows Ms. Waterman that she has a letter “s”, Ms. Waterman elongates the sound of the “s” and asks the girl “’S’ for what?” The girl excitedly replies “snake!”

**Bold** text is taken directly from the standards
Teaching Self-Help Skills

(1:30)

Areas of Development: Physical Development

2.13— **Children are provided varied opportunities and materials that support fine-motor development.**

During breakfast, Kaylie is provided with a fork and knife so that she may cut up her own food.

Creating Caring Communities for Learning

3.5— An associate in Ms. Schaefer’s classroom helps Kaylie **learn socially appropriate behavior by providing guidance that is consistent with her level of development.**

When Kaylie asks an associate for help with cutting her pancakes, the associate takes the opportunity to teach the procedure to Kaylie. Instead of cutting the pancakes for Kaylie, she explains how to use a fork and knife to cut the pancakes while she cuts them with Kaylie hand-over-hand.

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.20— An associate **promotes** Kaylie’s **engagement and learning by guiding her in acquiring specific skills and by explicitly teaching those skills.**

Kaylie asks an associate for help with cutting her pancakes. The associate describes the process while she performs it hand-over-hand with Kaylie. The associate explains “We’re going to hold your knife this way and we’re just going to go across and push, and push...look at that! You’re doing it!”

**Bold** text is taken directly from the standards.
The Before and After Game

(2:33)

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Curriculum: Essential Characteristics

2.9—The curriculum guides Ms. Nitchais-Reierson to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...mathematics...and...science...

“The Before and After Game” incorporates math and gives children an opportunity to hone their number awareness as well as deductive reasoning skills. The row of numbered cups resembles a number line and gives children experience using the number line to solve a problem.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23—Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.

The numbered cups Ms. Nitchais-Reierson uses for “The Before and After Game” give children an opportunity to reinforce their knowledge of number names, object quantities and the sequential order of numbers.

Bold text is taken directly from the standards
**Bold text is taken directly from the standards**

*The Before and After Game continued*

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.17—Ms. Nitchais-Reierson uses her knowledge of content to pose problems and ask questions that stimulate children’s thinking.

In “The Before and After Game”, children are tasked with discovering under which numbered cup a surprise is hidden. When a child guesses a number which does not hide the surprise, Ms. Nitchais-Reierson gives the group a hint—she tells the group whether the surprise is hidden *before* or *after* the number guessed. The children then have an ever decreasing range of possibilities of numbered cups that might be hiding the surprise.
The King’s Puppy

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Areas of Development: Social-Emotional

2.12— Lily **has varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to** her...

Ms. Gillette builds a castle out of blocks with Lily. When Ms. Gillette suggests that the king of the castle needs a puppy, Lily accepts her proposal. Ms. Gillette then listens and responds to Lily’s idea of drawing a puppy.

Areas of Development: Language Development

2.15— Lily **has varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating...thoughts and...describing things**...

Lily responds to Ms. Gillette’s questions about how they could make a puppy for the king of the block castle they constructed. When Lily suggests they draw a puppy, she has an opportunity to describe the shapes that make up the different parts of the picture of a dog they use as a model.

Areas of Development: Language Development

2.16— Lily **has varied opportunities to develop vocabulary through conversations**...

Lily and Ms. Gillette talk about the castle they constructed from blocks. Conversations such as this provide a natural opportunity to introduce new words within a meaningful context for the child.

*Bold* text is taken directly from the standards
They Are the Same

(0:30)

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Curriculum: Essential Characteristics

2.9— The curriculum guides...Ms. Nitchais-Reierson...to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...mathematics...

Ms. Nitchais-Reierson chooses an activity for her class designed to enhance their cognitive development. She gives them a white square piece of paper and eight brightly colored rectangles. She challenges the children to use all eight pieces of paper to cover the square completely without any of the papers overlapping.

Areas of Development: Social-Emotional

2.12— A boy in Ms. Nitchais-Reierson’s class has opportunities to engage throughout the day with teaching staff who are attentive and responsive to him, and facilitate his social competence...

When a boy wants to share a discovery with Ms. Nitchais-Reierson, she listens to his words and helps him clarify his meaning. This responsive facilitation of two-way communication increases this boy’s social competence by giving him practical conversational experience.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23— A boy in Ms. Nitchais-Reierson’s class has opportunities to build understanding of numbers...and their relationship to object quantities...

A boy wants to tell Ms. Nitchais-Reierson about a discovery he made during an activity. He hands her the square that he covered with eight rectangles, points to two different parts of the square and says, “both of them are the same number.” When she asks for clarification, he puts a finger on each vertical rectangle and counts them, then puts a finger on each horizontal rectangle and counts them.

**Bold** text is taken directly from the standards
Three Beds and Four People

(0:40)

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Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23— **Children are provided varied opportunities and materials to build understanding of numbers...and their relationship to object quantities.**

Ms. Nitchais-Reierson uses the children’s block structures to pose a problem about quantity for a girl to think about. Ms. Nitchais-Reierson counts four people in the block center and only three beds. The girl finds a fourth block structure that can be used only to discover that another child has come to the center so there is still one more person than there are beds.

Responding to Children’s Interests and Needs

3.12— Ms. Nitchais-Reierson uses her knowledge of children’s... interests and ideas... to tailor learning opportunities for groups and individuals.

Ms. Nitchais-Reierson capitalizes on an opportunity to use the children’s interest in pretend play by creating a room with beds made from blocks to see if one girl can figure out a way to make sure that there is one bed for each person in the center.
(Three Beds and Four People continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.17— Ms. Nitchais-Reierson uses her knowledge of content to...ask questions that stimulate children’s thinking.

Ms. Nitchais-Reierson takes advantage of an opportunity to integrate math problem solving with the concept of fairness. She points out that there are three beds the children have created in the block center and four people. A girl notices another bed that could be used. When Ms. Nitchais-Reierson asks her to count the number of beds, the girl counts four, and when she counts people, she discovers that another child has joined the group so there is still one bed less than the number of people in the center.
Transition Time

(1:30)

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Curriculum Essential Characteristics

2.7— Ms. Romig has developed a **daily schedule that is predictable yet flexible**... **The schedule provides time and support for transitions, includes both indoor and outdoor experiences, and is responsive to a child’s need to rest or be active.**

The children in Ms. Romig’s class have just completed their morning group time, a daily routine for the children, and are preparing to transition to gross motor play. Ms. Romig recognizes the need for the children in her class to have a daily whole group experience that encompasses many learning opportunities and familiar routines for the children followed by an orderly transition to a more active time for large motor play and exercise.

Curriculum Content Area for Cognitive Development: Early Mathematics

2.23— The children in Ms. Romig’s class are **provided varied opportunities**... **to build understanding of numbers, number names, and their relationship to... symbols.**

As the children line up at the door to go to the gym, each child stands on a number on the floor. The line leader knows to stand on 1. Ms. Romig directs the caboose’s attention to the 18 written on the board and asks him to find that number on the floor (“...a 1 and an 8, 18.”) since there are only eighteen children in school that day.
(Transition Time continued)

Designing Enriched Learning Environments

3.2— The teachers in Ms. Romig’s class work to prevent challenging or disruptive behaviors through...environmental design and...effective transitions.

Ms. Romig uses a clear transition strategy by asking the children to line up if they wore a particular article of winter clothing to school that day. This allows several children to line up at once without all children getting up at the same time but also without creating too much wait time at the door. Ms. Romig also considers the environmental design of her classroom by placing numbers on the floor for the children to stand on so that the line does not become too crowded with the children standing too close together.
**Transition Time 2**

(1:32)

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Designing Enriched Learning Environments

3.2—Ms. Knudson **works to prevent challenging or disruptive behaviors through: effective transitions**...

When Ms. Knudson uses the class-made book “Who Do You See?” to transition to breakfast, the children remain alert and engaged so they do not miss seeing the next picture of one of their friends.

Creating Caring Communities for Learning

3.4—Ms. Knudson **creates and maintains a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy**...and...**responsibility**...

As each child takes his or her turn naming the person’s picture that follows theirs, the child is asked to wash their hands for breakfast. The children are familiar with this routine and require no guidance in completing the hand washing routine.

Responding to Children’s Interests and Needs

3.12—Ms. Knudson uses her **knowledge of children’s social relationships**...to **tailor learning opportunities for groups and individuals**.

Ms. Knudson uses the “Who Do You See?” book the class made to transition to breakfast. She asks the child whose picture is on the page to name his or her friend that appears on the next page. This activity builds community within the classroom and shows the value of each individual within the classroom.

**Bold** text is taken directly from the standards
Using a Microscope

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Curriculum: Essential Characteristics

2.9— The curriculum guides Ms. Schaefer to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of content including...science...and...technology...

During center time, Ms. Schaefer makes a microscope set available for children to use with slides of various insects that the children can examine closely.

Curriculum Content Areas for Cognitive Development: Science

2.28— Children in Ms. Schaefer’s class are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

Tjaden is very engaged by the microscope during center time. He makes observations about different insects and his own hand using the microscope. Ms. Schaefer asks questions to further stimulate his thinking. For example, she asks him, “Can you see your finger? Is it big or little?”

Curriculum Content Areas for Cognitive Development: Technology

2.30— All children in Ms. Schaefer’s class have opportunities to access technology (e.g., tape recorders, microscopes, computers) that they can use by themselves, collaboratively with their peers, and with teaching staff or a parent.

Ms. Schaefer makes a microscope set available during center time. Tjaden looks at slides of insects and shares his observations with Ms. Schaefer.

Bold text is taken directly from the standards
Using Descriptive Language

(4:17)

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Areas of Development: Language Development

2.15—Children in Ms. Huinker’s class *have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions...communicating thoughts and experiences; and describing things and events.*

Ms. Blong, an associate, has a conversation with a group of children playing with “gak”. The children respond to her questions about how the gak feels and different things they can do with the gak (stretching, pulling, rolling, etc.). The children are eager to share their observations with Ms. Blong.
(Using Descriptive Language continued)

Curriculum Content Areas for Cognitive Development: Science

2.27— In Ms. Huinker’s class, **children are provided varied opportunities and materials to learn key concepts and principles of science such as: structure and property of matter...and behavior of materials...**

Ms. Blong talks with children while they play with “gak”. They notice that the gak tends to level itself or “melt” in their hands. The children also explore the gak as they stretch it, roll it, and hold it up high and let it stretch down towards the table.

Designing Enriched Learning Environments

3.1— Ms. Huinker **organizes space and selects materials...to stimulate exploration, experimentation, discovery, and conceptual learning.**

“Gak” is an engaging substance for children and teachers alike. The unusual tactile experience motives the children to explore the different sensations they find when manipulating it as well as exploring the nature of the substance and what they can do with it.
Washing Hands

(0:40)

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Curriculum Content Areas for Cognitive Development: Health and Safety

2.33—Children in Ms. Huinker’s class are provided varied opportunities and materials that encourage good health practices such...hand washing...

As part of the daily routine in Ms. Huinker’s classroom, children wash their hands. The sink area has all of the essential items required for the routine within easy reach of the children. A step stool provides easy access to the sink with a soap dispenser nearby. The paper towel dispenser is on the wall next to the sink and the garbage can is also close so children have everything they need to independently complete the routine.

**Bold** text is taken directly from the standards
Water Table—Full Cup

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Curriculum Content Areas for Cognitive Development: Science

2.27— Brenton has opportunities...to learn key content and principles of science such as...structure and property of matter...

Brenton fills a cup full of water using a baster. Ms. Wignall sees what Brenton has been doing and asks him how he filled the cup. He demonstrates his technique of using the baster. Brenton observes that once the cup is full, no more water will fit inside of it and adding more water will make the cup overflow.

Curriculum Content Areas for Cognitive Development: Science

2.28— Brenton is provided...opportunities and materials that encourages him to think, question, and reason about observed...phenomena.

While Brenton fills a cup with water using a baster, Ms. Wignall encourages him to notice that the water looks like it is going up over the top of the cup. As the clip ends, Brenton observes this phenomenon on his own.
(Water Table—Full Cup continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.16—Ms. Wignall uses multiple sources (including...children’s initiations and interests...) to...foster children’s curiosity, extend children’s engagement and support self-initiated learning.

Ms. Wignall takes an opportunity to encourage Brenton to think about what happens when he fills a cup with water using a baster. She uses his actions as a springboard for further observation and learning as she deliberately draws his attention to the appearance of the water at the very top of the cup. She points out how the water can actually be seen above the top edge of the container and she encourages Brenton to squat down so that his eye level is even with the top of the cup, promoting close observation. Brenton shows Ms. Wignall how he fills and empties the baster and then continues to put water into the cup using the baster.
Water Table—Funnel

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Areas of Development: Social-Emotional

2.12— A boy has **opportunities to engage...with teaching staff who are attentive and responsive to** him.

When Ms. Wignall sees one of the boys in her class playing at the water table, she asks him what he notices when he pours water into a funnel. She stays engaged with him as she helps him discover what happens to the water when it’s poured into the funnel.

Curriculum Content Areas for Cognitive Development: Science

2.27— A boy is **provided...opportunities and materials to learn key content and principles of science such as...structure and property of matter**...

A boy playing at the water table in Ms. Wignall’s class has an opportunity to discover the properties of water; how it flows through a funnel and how it can be contained in a cup.

Curriculum Content Areas for Cognitive Development: Science

2.28— A boy is **provided...opportunities and materials that encourages** him **to think, question, and reason about observed...phenomena.**

With the guidance of his teacher, a boy has the opportunity to think and reason about how water behaves as he pours it into a funnel.

**Bold** text is taken directly from the standards
Weather Graph

Standards in this video

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Curriculum: Essential Characteristics

2.9— The curriculum guides...Ms. Fisher...to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...mathematics...and...science...

Ms. Fisher uses part of the classroom routine, checking the weather, to build science awareness and math skills. The children use a weather graph to determine what type of weather has been the most frequent in the month. They discuss which lines are longest and shortest according to the weather patterns for the month thus far.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.25— Children in Ms. Fisher’s class are provided varied opportunities and materials to help them understand the concept of measurement by using standard and non-standard units of measurement.

The graph detailing the month’s weather that Ms. Fisher is holding provides an opportunity for children to experience reading a graph. They get a visual representation of the frequency of different weather patterns (warm day, snowy day, windy day) by looking at the bar graph the class made.

**Bold** text is taken directly from the standards
(Weather Graph continued)

Curriculum Content Areas for Cognitive Development: Science

2.27— The children in Ms. Fisher’s class are provided varied opportunities and materials to learn key content and principles of science such as: Earth and sky...seasons, and weather...

The weather graph in Ms. Fisher’s class allows children to learn about the ever changing weather patterns. She observes that most of the days in November have been windy, but there have also been warm days and snowy days. The children can see the patterns most prevalent by the length of the lines on the graph.
What Could You Say?  

(0:48)

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Areas of Development: Social-Emotional

2.12—In Ms. Huinker’s classroom, children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.

Ms. Huinker wants to help Nathan and Jillian clarify a conflict they are having. She encourages Nathan to use his words to tell Jillian what his needs are. She then asks Jillian if she thinks she can comply with Nathan’s request, which she does.

Creating Caring Communities for Learning

3.5—Ms. Huinker helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.

Ms. Huinker encourages Nathan to use words to help resolve a conflict he is having with Jillian. When Nathan asks Jillian to “please stop,” Ms. Huinker explains to Nathan that Jillian may not know what she’s doing that is upsetting him, so she prompts Nathan to tell Jillian what he would like her to stop doing.

Bold text is taken directly from the standards
Creating Caring Communities for Learning

3.6— Ms. Huinker manages behavior and implements classroom rules and expectations in a manner that is consistent and predictable.

Ms. Huinker expects children in her classroom to work towards resolving conflicts by talking through the problem. When Nathan is upset with Jillian, Ms. Huinker encourages him to tell Jillian what he needs from her. When Nathan tells Jillian in a clear way what he would like from her, Ms. Huinker checks to see if the resolution is acceptable to Jillian as well as Nathan.
What Will Happen to the Egg?  

(3:37)

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Curriculum: Essential Characteristics

2.8—**Materials and equipment used to implement the curriculum:** encourage exploration, experimentation, and discovery...and... promote action and interaction...

Ms. Katter sets up an experiment to encourage discovery about the physical structure of eggs. She asks the children to explore the boxes in front of them to gain a sense of the properties of the materials in the boxes. After recording the children’s predictions, the teacher instructs the children to drop their eggs into their respective boxes and observe the results.

Curriculum Content Areas for Cognitive Development: Science

2.28—Children in Ms. Katter’s class are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

During an experiment with eggs, Ms. Katter asks the children in the small group to predict what will happen when they drop an egg into a box. Each box contains a different material. She also asks them to explain their prediction. After dropping the eggs, she asks them what they observed.

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.17—Ms. Katter uses her knowledge of content to pose problems and ask questions that stimulate children’s thinking.

Ms. Katter chooses an experiment involving eggs that forms the foundation for later studies in physics. She asks the children to predict the results of dropping eggs on various surfaces and asks them to explain their answers.

**Bold** text is taken directly from the standards
Areas of Development: Language Development

2.16— Children in Ms. Schuhmacher’s class **have varied opportunities to develop vocabulary through conversations** and **experiences**...

The children are actively engaged in a conversation with Ms. Schuhmacher. Through this conversation, they become familiar with the word “vibrations” and have opportunities to use the word in the course of the conversation.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.19— Children in Ms. Schuhmacher’s class **have opportunities to become familiar with print** and **they are actively involved in making sense of print**... **Print is used to describe some... routines**... Ms. Schuhmacher **helps children recognize print and connect it to spoken words**.

The children in Ms. Schuhmacher’s class work together to spell the words “Friday”, “letter” and “vibrations”. Reading from left to right is modeled during this experience. Ms. Schuhmacher uses this time to tell the children, through the words printed on the white board, that they will be making vibrations later in the day.
(What Sounds Do You Hear? continued)

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.22—Children in Ms. Schuhmacher’s class are provided multiple and varied opportunities to develop phonological awareness... They are encouraged to play with the sounds of language, including... phonemes... and are helped to name... letters and say the sounds they represent.

Ms. Schuhmacher asks the children to “stretch” words in order to help them identify the sounds that make up the words. The process helps the children focus on the sounds that individual letters make.
**Where’s the Fire?**

(1:48)

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</table>

Areas of Development: Language Development

2.16—A boy has **opportunities to develop vocabulary through conversations**...

A boy talks with a classroom associate about a chart showing houses where people in the class live. The houses are numbered and the associate is talking with the boy about which houses are safe and which houses are not safe depending on if the houses are on fire or not.

Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts

2.32—Children in Ms. Hand’s class are **provided many and varied open-ended opportunities and materials to express themselves creatively through...drama...**

A girl takes on the role of an emergency dispatcher as she sits at a desk, wearing a firefighter’s helmet, talking on a phone and writing in a notebook. She warns a classroom associate of a fire at house number 10. The associate relays that information to a boy she’s been talking to and asks if he has his fire gear ready.

Curriculum Content Areas for Cognitive Development: Social Studies

2.39—The children in Ms. Hand’s class are **provided opportunities and materials to explore social roles in the family and workplace through play.**

Firefighter equipment in the dramatic play center gives children the opportunity to explore the roles of emergency workers such as firefighters and emergency dispatchers.

**Bold** text is taken directly from the standards
**Which One is Missing?**

(2:40)

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Curriculum: Essential Characteristics

2.8— **Materials and equipment used to implement the curriculum: reflect the lives of the children and families...and... promote...interaction;**

A student teacher, Jennifer, introduces Ms. Schaefer’s class to a memory game. The game involves one person closing their eyes while the other hides one of five farm animals, then waits for the other person to guess which animal is missing.

Curriculum: Essential Characteristics

2.9— **The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of content including...science...and social studies.**

The “Which One is Missing?” game encourages children to use the process of elimination to determine which of the farm animals has been taken from the tray.

Curriculum Content Areas for Cognitive Development: Science

2.28— **Children in Ms. Schaefer’s class are provided varied opportunities and materials that encourage them to think, question, and reason...**

When children play “Which One is Missing?” they have opportunities to form mental before and after pictures in order to determine which animal is missing from the tray.

**Bold** text is taken directly from the standards
### National Association for the Education of Young Children Standards and Accreditation Criteria

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<td>Girls work together to build a structure.</td>
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<td>Kyla is welcomed into a group during center time.</td>
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<td>Ms. Wignall demonstrates sorting and working together during cleanup</td>
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<td>A boy independently creates a pattern.</td>
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<td>Observation and analysis lead to discovery of an unfamiliar shape.</td>
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<td>Isaiah and Ava explore water as well as peer relationships.</td>
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<td>Number awareness and dramatic play during outdoor large motor time.</td>
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<td>Children make a graph to indicate preferred activities.</td>
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<td>Playing in the gym provides physical, social and safety experiences.</td>
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<td>Children utilize hearing to determine which tools are hidden under a box.</td>
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<td>Problem solving and math skills develop during an activity.</td>
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<td>Counting in Ms. Romig’s class provides rich learning opportunities.</td>
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<td>How to Draw Money</td>
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<td>Imagination and concept development are fostered in an art project.</td>
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<td>A group reading activity centers on a familiar nursery rhyme.</td>
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<td>I Can Do This by Myself</td>
<td>(5:11)</td>
<td>Persistence pays off for a boy putting a puzzle together.</td>
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<td>(6:37)</td>
<td>Sam has early reading experiences with a familiar book.</td>
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<td>A comfortable reading and singing experience inspired by a favorite book.</td>
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<td>I Like You! I Like You!</td>
<td>(3:34)</td>
<td>Emerging sound representation skills develop during an expression of friendship.</td>
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<td>(1:50)</td>
<td>Emma explores different aspects of science by uncovering bones as a paleontologist would and through water play.</td>
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<td>A teacher provides guidance in expressing desires through words.</td>
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<td>Conflict resolution is a simple matter in Ms. Schuhmacher’s class.</td>
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<td>Stories about encounters with snakes facilitate interpersonal relationship development.</td>
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<td>Early writing and peer relationships develop while planting seeds.</td>
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<td>Explorations in geometry transfer to everyday life.</td>
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<tr>
<td>Look What We Have Made</td>
<td>(3:11)</td>
<td>A classroom book of building projects lays the foundation for a new creation.</td>
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<td>A girl seeks help with a challenging project.</td>
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<td>Explorations in using non-standard methods of measurement.</td>
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<td>(1:31)</td>
<td>Ms. Romig’s job chart outlines children’s responsibilities for the day.</td>
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<td>Morning Message</td>
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<td>Literacy skills develop when children help Ms. Kimpston write a sentence.</td>
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<td>My Machine</td>
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<td>Creativity with blocks leads to positive caregiver/child interactions.</td>
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<td>Name recognition and early math skills are promoted during a transition.</td>
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<td>Letter sounds are emphasized connected to first names.</td>
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<td>A boy’s interest in making paper airplanes turns into a community awareness and math experience.</td>
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<td>A card game builds social and math skills.</td>
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<td>Children take turns while playing a game.</td>
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<td>Children explore pattern blocks and frames.</td>
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<td>Pretend Play Firefighter</td>
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<td>Boys engaged in dramatic play create and change the story as they play.</td>
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<td>(1:09)</td>
<td>Dramatic play with blocks provides opportunities for conflict resolution.</td>
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<td>Pumpkin Exploration</td>
<td>(3:19)</td>
<td>Pumpkins prove to be very engaging for discovery learning.</td>
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<td>A girl writes her name on her artwork.</td>
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<td>Remembering a field trip has social-emotional benefits.</td>
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<td>Owen’s teacher helps him write a “save” sign for his ramps.</td>
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<td>A problem solving experience is provided during a math activity.</td>
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<td>Properties of matter are explored at the sand table.</td>
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<td>The sand table provides an opportunity for discovery and reasoning.</td>
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<td>Classroom set up is conducive to cooperative peer interactions.</td>
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<td>Children develop fine motor skills through play with sewing cards and puzzles.</td>
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<td>(1:32)</td>
<td>There’s room for everyone to play!</td>
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<td>Name recognition and writing skills emerge during a morning routine.</td>
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<td>Children work within their classroom community for the benefit of the class.</td>
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<td>Storytelling</td>
<td>(2:58)</td>
<td>Ms. Harmon teaches children how to tell stories they create.</td>
</tr>
<tr>
<td>Taking Turns</td>
<td>(1:36)</td>
<td>Boys get a lesson in fairness and turn taking.</td>
</tr>
<tr>
<td>Teacher Talk</td>
<td>(2:14)</td>
<td>Letter recognition and positive caregiver interactions occur while sewing letter cards.</td>
</tr>
<tr>
<td>Teaching Self-Help Skills</td>
<td>(1:24)</td>
<td>An associate helps Kaylie learn to cut her own pancakes.</td>
</tr>
<tr>
<td>The Before and After Game</td>
<td>(2:28)</td>
<td>A guessing game develops math and reasoning skills.</td>
</tr>
<tr>
<td>The King’s Puppy</td>
<td>(3:43)</td>
<td>Block construction and imaginative play lead to a shape recognition activity.</td>
</tr>
<tr>
<td>They Are the Same</td>
<td>(0:25)</td>
<td>Vocabulary development and one-to-one correspondence are promoted during a geometry activity.</td>
</tr>
<tr>
<td>Three Beds and Four People</td>
<td>(0:35)</td>
<td>Math and fairness present problem solving opportunities.</td>
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<tr>
<td>Transition Time</td>
<td>(1:17)</td>
<td>Lining up from group time incorporates clothing awareness and</td>
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<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Using a Microscope</td>
<td>1:48</td>
<td>Tjaden’s curiosity for observing insects is fulfilled with a microscope.</td>
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<tr>
<td>Using Descriptive Language</td>
<td>4:11</td>
<td>A tactile and fine motor experience elicits many descriptions about the experience.</td>
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<tr>
<td>Washing Hands</td>
<td>0:34</td>
<td>Children practicing healthy habits.</td>
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<tr>
<td>Water Table—Full Cup</td>
<td>1:32</td>
<td>Brenton explores the nature of water.</td>
</tr>
<tr>
<td>Water Table—Funnel</td>
<td>2:27</td>
<td>Ms. Wignall helps a child explore the nature of water.</td>
</tr>
<tr>
<td>Weather Graph</td>
<td>1:41</td>
<td>A lesson in comparison related to the weather in November.</td>
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<tr>
<td>What Could You Say?</td>
<td>0:42</td>
<td>A conflict between friends resolved with words.</td>
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<tr>
<td>What Sounds Do You Hear?</td>
<td>2:26</td>
<td>Phonological awareness develops during group time.</td>
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<tr>
<td>Where’s the Fire?</td>
<td>1:43</td>
<td>Dramatic play centered on firefighters.</td>
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<tr>
<td>Which One is Missing?</td>
<td>2:35</td>
<td>A game that builds memory and reasoning skills.</td>
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**Bold** text is taken directly from the standards.
**Brushing Teeth**

(1:34)

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**Areas of Development: Physical Development**

2.C.03— In Ms. Nitchais-Reierson’s class, children are provided varied opportunities and materials that support fine motor development.

Ms. Nitchais-Reierson leads children in a daily routine of tooth brushing. The children have frequent opportunities to develop their fine motor skills using a tooth brush.

**Curriculum Content Areas for Cognitive Development: Health and Safety**

2.K.01— Children in Ms. Nitchais-Reierson’s class are provided varied opportunities and materials that encourage good health practices such as...tooth brushing.

As part of the children’s daily routine, Ms. Nitchais-Reierson leads the children in tooth brushing. She mentions that they need to “get all the sugar bugs out” and at the end of the routine she talks about getting germs out by brushing their tongues.
(Brushing Teeth continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.13—Ms. Nitchais-Reierson promotes children’s engagement and learning by...guiding them in acquiring specific skills and by explicitly teaching those skills.

Ms. Nitchais-Reierson leads the children in her class in a tooth brushing routine. She uses phrases the children can easily remember while she teaches (“We’re going upstairs, bristles up!”). She models the action of the toothbrush while she’s giving the children verbal cues about which part of their teeth to brush.
Building a Support

(1:48)

Areas of Development: Social-Emotional

2.B.01— Children in Ms. Hansen’s class have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.

Ms. Hansen helps a group of children who are constructing with No-Ends. She holds a wall that is in danger of falling over while the children figure out a way to support the wall.

Areas of Development: Language Development

2.D.03— Children have varied opportunities to develop competence in verbal...communication by...communicating needs...and...thoughts...

A boy realizes that the No-End structure he is helping to build needs a support on one side. He asks one of his friends if they can put a support in the appropriate place.

Curriculum Content Areas for Cognitive Development: Social Studies

3.B.02— Ms. Hansen creates and maintains a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy, responsibility, and empathy.

Ms. Hansen encourages children building with No-Ends to devise a support system for part of their structure that is in danger of falling down. When Savannah begins to work on the support, Ms. Hansen encourages her. She guides Savannah to connect two pieces that aren’t quite together and congratulates Savannah when she completes the support structure.
**Building Together**

(3:34)

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Areas of Development: Physical Development

2.C.03—**Children are provided varied opportunities and materials that support fine-motor development.**

The girls have opportunities for fine motor development as they construct with the No-Ends materials.

Designing Enriched Learning Environments

3.A.04—Ms. Hansen **organizes space and selects materials...to stimulate exploration, experimentation, discovery, and conceptual learning.**

The No-Ends materials engage children’s interest in construction. The nature of No-Ends supports cooperative play or individual play and encourages children to experiment with structures and learn basic concepts of engineering.

Using Time, Grouping, and Routines to Achieve Learning Goals

3.D.10—Ms. Hansen **organizes time and space on a daily basis to allow children to work or play individually and in pairs, to come together in small groups, and to engage as a whole group.**

Center time allows children to have a choice of activities and playmates. Ms. Hansen organizes space in her classroom to allow for the potentially large structures children can create with the No-Ends materials.

**Bold** text is taken directly from the standards
Can I Play?  

(0:44)

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Areas of Development: Social-Emotional

2.B.01— **Children have opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

A classroom associate plays with children while they hammer golf tees into a pumpkin. She asks the children about various aspects of what they are doing. When Kyla wants to join the group, the associate asks the other children if there is another hammer Kyla can use.

Areas of Development: Physical Development

2.C.03— In Ms Hand’s class, **children are provided varied opportunities and materials that support fine motor development.**

Using the plastic hammers to drive golf tees into a pumpkin provides the children in Ms. Hand’s class a safe opportunity to develop fine motor skills.

**Bold** text is taken directly from the standards
**Cleaning Up Spilled Milk**

(1:39)

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Areas of Development: Social-Emotional

2.B.01— Kyler has **varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to him, and facilitate... his ability to learn through interacting with others.**

When Kyler spills milk on the table at breakfast, Ms. Schaefer encourages him to help clean up the spill. She hands him a towel and encourages him to “take care of it.” Ms. Schaefer helps Kyler think about where he can find another napkin when he discovers his has been soaked with milk.

Creating Caring Communities for Learning

3.B.05— Ms. Schaefer **helps** Kyler **learn socially appropriate behavior by providing guidance that is consistent with** his level of development.

When Kyler spills milk on the table, Ms. Schaefer hands him a towel and encourages him to “take care of it.” She reassures Kyler that the accident is “okay.” When Kyler realizes his napkin is wet from the milk, Ms. Schaefer asks him to think about where he could get another one.
(Cleaning Up Spilled Milk continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.13—Ms. Schaefer promotes Kyler’s...learning by guiding him in acquiring specific skills and by explicitly teaching those skills.

Ms. Schaefer hands Kyler a towel so he can begin cleaning up some milk that he spilled. He brings the towel to the edge of the table and Ms. Schaefer encourages him to bring the towel up and over the edge of the table. Kyler is concerned that his napkin has been soaked with milk. Ms. Schaefer asks him to think about how he could get another napkin and encourages him to do what he needs to in order to get one.
Clean Up Time

(2:22)

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Designing Enriched Learning Environments

3.A.07—Ms. Wignall and children in her class work together to arrange the classroom materials in predictable ways so children know where to find things and where to put them away.

Children work with Ms. Wignall to clean up the grocery store center. They work to put the boxed food where it belongs on a shelf and toy canned foods on the counter. In one basket they put all of the toy fruit and in another basket they put all of the toy vegetables.
Creating Patterns

(1:00)

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Areas of Development: Physical Development

2.C.03— A boy in Ms. Carlat’s class is provided varied opportunities and materials that support fine motor development.

A boy in Ms. Carlat’s class plays with a grid and pegs that require a great deal of fine motor skills to manipulate.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.03— A boy in Ms. Carlat’s class is provided varied opportunities and materials to categorize...by...color.

The boy playing with a grid and pegs chooses only red and orange pegs from a container. He uses these colors to create a pattern.

Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts

2.J.06— A boy is provided...opportunities and materials to express...himself...creatively through...three-dimensional art.

Pegs and a grid provide an opportunity for a boy in Ms. Carlat’s class to express his ideas about color combinations and design.
Exploring 3D Shapes

(1:59)

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Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.03— Children in Ms. Carlat’s class are provided varied opportunities and materials to categorize by...shape...

The children in Ms. Carlat’s small group categorize three dimensional shapes. They see different examples of rectangular prisms and cylinders and one shape they initially think is a pyramid. Ms. Carlat presents them with a pyramid so the children can compare the new shape to it. The children determine that the new shape is a prism, not a pyramid.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.06— The children in Ms. Carlat’s class are provided varied opportunities and materials to understand basic concepts of geometry, for example, by naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.

Ms. Carlat’s small group easily identifies rectangular prisms. When she introduces a triangular shape, one child states that it’s a pyramid. The children begin to explore the similarities and differences between the triangular shape and a pyramid. After some discussion, the children determine the triangular shape is a prism.

**Bold** text is taken directly from the standards
(Exploring 3D Shapes continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.07—Ms. Carlat uses her **knowledge of content to pose problems and ask questions that stimulate children’s thinking**...

When Ms. Carlat presents the pyramid and prism together, she asks, “Are they the same?” The children immediately recognize that the shapes are not the same. She asks the children to notice what is different between the two. The group decides to count the sides, and they determine the number of sides is the same. Charlie notices that the sides of the pyramid come together at a point and that helps the group determine that they are looking at a pyramid and a triangular prism.
**Exploring Water**

(2:01)

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**Helping Children Make Friends**

1.C.03—Isaiah and Ava’s teacher supports the development of friendships and provides opportunities for them to play with and learn from each other.

When Isaiah and Ava play together, Ava learns how to draw water into the baster. Isaiah shows her this skill that he has learned and persists in explaining and demonstrating until Ava has an understanding of how the baster works.

**Curriculum: Essential Characteristics**

2.A.08—The materials and equipment provided at the water center...encourage exploration, experimentation, and discovery...

Water is very intriguing for children. Isaiah learns about the properties of water as well as the properties of gravity as he moves water from one container to another. He uses the baster to squirt water into one cup, then draws it back into the baster and squirts it into a different cup and exclaims, “It went down THAT hole!”

**Areas of Development: Language Development**

2.D.03—Isaiah has ...opportunities to develop competence in verbal and nonverbal communication.

Isaiah explains the process for using the baster as he shows Ava how it works.
Gas Station (1:23)

### Standards in this video

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Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts

2.J.06— **Children are provided many and varied open-ended opportunities and materials to express themselves creatively through...drama...**

The children that come to the gas station being attended by a classroom associate have the opportunity to decide how much gas they want. One boy, when asked where the gas tank is on his car, decides that it is in the front of the car. The children then have the opportunity to “pay” the associate for the gas.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.04— **Children are provided opportunities and materials to explore social roles in the family and workplace through play.**

The children coming to the gas station explore different societal roles. They observe how someone working in a service industry responds to customers. They also learn about the responsibilities associated with being a consumer, such as paying for products and services. They explore the role of a person who needs gas so the car will be able to transport them to the places they need to go.
**Graphing with Blocks**

(3:40)

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Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02— **Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities...**

Children make a graph in Ms. Carlat’s class to gain experience with one-to-one correspondence as they tally the results of their voting on preferred activities. One child counts the number of blocks for each activity listed on the graph and another child writes that number in the appropriate place on the graph.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.03— Children in Ms. Carlat’s class are provided varied opportunities and materials to categorize by one or two attributes, such as...size...

Ms. Carlat encourages the children to look at the length of lines representing the number of votes for each of the different activities on their graph. She indicates to them that they can distinguish between the most and least preferred activity simply by comparing the length of the lines for those activities.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.05— The children in Ms. Carlat’s class are provided varied opportunities and materials to help them understand the concept of measurement by using standard and non-standard units of measurement.

Ms. Carlat’s class makes a graph to show which activities children in the class like to do with friends. Each child is given one block to place on the graph indicating his or her preference. As the votes are tallied, Ms. Carlat draws lines on the graph to show how many children preferred each activity. She asks one child to count the number of blocks and another child writes the number next to the line.

**Bold** text is taken directly from the standards
# Gross Motor Supervision and Interaction

(1:08)

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## Other Standards to Consider

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### Curriculum: Essential Characteristics

2.A.08—Ms. Romig designs large motor time so that **materials and equipment used...provide for children’s safety while being appropriately challenging...promote action and interaction... and are organized to support independent use...**

The track set up for trikes and wagons provides a specific area for children to play with wheeled toys. Arrows on the floor indicate the direction that children should travel on the track. There are enough toys that more than one child can play at a time. Some trikes are designed for one child only and some are designed for two children. Toys like the wagon and the comet balls provide opportunities for children to interact with each other or play alone. The materials are set up in such a way that children can select what they want to play with without the need for assistance from caregivers.

**Bold** text is taken directly from the standards
(Gross Motor Supervision and Interaction continued)

Curriculum Content Areas for Cognitive Development: Health and Safety

2.K.03—Children in Ms. Romig’s class are provided varied opportunities and materials that increase their awareness of safety rules in their classroom...and community.

Ms. Romig reminds a boy about riding his trike on the designated track. These safety rules apply to the gym but can relate to the outside community as well. The track specifies a safe area to ride the trikes and arrows on the floor indicate the acceptable direction to ride. These rules and predetermined routes lead toward traffic safety concepts for both roadways and recreational trails.

Curriculum Content Areas for Cognitive Development: Health and Safety

2.K.04—Children in Ms. Romig’s class have opportunities to practice safety procedures.

Ms. Romig has a conversation with boys playing with a wagon. She reminds the boy pulling the wagon of his responsibility to make sure the children in the wagon are sitting down so they are safe. This conversation also reminds the boys riding in the wagon of their responsibility to remain seated while riding to ensure their safety.

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Guess the Tool

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Curriculum: Essential Characteristics

2.A.10— The curriculum guides...Ms. Fisher...to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...science, technology... and...health and safety...

Ms. Fisher discusses the difference between tools that need electricity to work and tools that do not use electricity. She works safety into the conversation by pointing out that she kept a basket over the wires before the activity so everyone would be safe, even though the wires were not plugged into an outlet. This reinforces the idea of electrical safety to the children. Ms. Fisher also mentions there are one or two tools in the box that the children would be able to use and one or two they would not be able to use because the children are not yet old enough.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.04— Children in Ms. Fisher’s class are provided opportunities and materials to explore social roles in the family and workplace...

Children in Ms. Fisher’s class have been learning about community helpers and the tools they use. She reminds the children of some of the roles they have discussed; for example, a cook might use a potato masher and a barber might use a comb. After the children guess the tool making the noise, Ms. Fisher encourages the children to talk about who might use such a tool.

Bold text is taken directly from the standards
(Guess the Tool continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.08—Ms. Fisher helps children identify and use prior knowledge. She provides experiences that extend and challenge children’s current understanding.

Ms. Fisher asks the children in her class to reflect on conversations they had in a previous lesson. During a unit on community helpers, the class talked about tools that different people use in their jobs. They discussed that a potato masher might be used by a cook and a comb might be used by a barber. As they discuss tools that need to be plugged in to work, Ms. Fisher asks the children to think about who might use those tools.
How Can You Solve That? (1:56)

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**Creating a Predictable, Consistent and Harmonious Classroom**

1.D.05—Ms. Hoffman *promotes pro-social behavior by...engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to a group.*

Ms. Hoffman supports the decision of several boys to clean the Lego container in their classroom. She invites them to think about what they will need to complete the self-assigned task and guides them in their decision making. As the boys clean the container, she encourages them by saying “You guys are the best cleaners I’ve ever had!”

**Curriculum: Essential Characteristics**

2.A.08—In Ms. Hoffman’s classroom *materials and equipment...are organized to support independent use.*

A girl needs glue for an activity. Although she does not remember right away where the glue is kept, Ms. Hoffman guides her in finding the answer; the glue is kept in the writing center, which the girl can access on her own.

*Bold* text is taken directly from the standards
(How Can You Solve That? continued)

Creating Caring Communities for Learning

3.B.02—Ms. Hoffman *creates and maintains a setting in which children…progress…toward increasing levels of autonomy* and *responsibility.*

When Emma tells Ms. Hoffman that her socks are falling down, Ms. Hoffman restates Emma’s concern and asks, “How are you going to solve that problem, Emma?” When Emma says that she will unzip her boot, Ms. Hoffman follows up with the question, “What are you going to do with your sock?”

A girl needs glue for an activity but tells Ms. Hoffman she does not know where to find it. Ms. Hoffman presents possible locations that the glue might be. After the girl determines that the glue is not in the Lego center or at Ms. Hoffman’s chair, she remembers that the glue is kept in the writing center.

Several boys decide that the Lego container in their classroom needs to be cleaned. Ms. Hoffman guides them in figuring out what they will need to clean the container.
Areas of Development: Language Development

2.D.04—Brian has **opportunities to develop vocabulary through...experiences...**

During this activity Brian has the opportunity to become familiar with directional vocabulary such as “horizontal” and “vertical”.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02—Brian is provided with **opportunities and materials to build understanding of numbers...**

Ms. Nitchais-Reierson asks Brian how many of his pieces of paper are horizontal and how many are vertical. After he answers, Ms. Nitchais-Reierson asks Brian how many pieces of paper he used in total. He puts a finger on each piece as he counts them before telling her “8.”

Making Learning Meaningful for All Children

3.F.04—Ms. Nitchais-Reierson helps Brian **understand spoken language...by using...physical cues.**

When Ms. Nitchais-Reierson asks Brian about the pieces of paper he used during their activity, she says, “How many horizontal ones do you have?” as she moves her finger from side to side to indicate what she means by horizontal. Brian asks, “You mean like that?” as he moves his finger side to side in a similar motion. When Ms. Nitchais-Reierson confirms that he understands her question, he begins to count the pieces of paper that are placed horizontally.
How Many Are Here Today? (1:52)

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.05—Garrett sees Ms. Romig **model functional use of writing**...

Ms. Romig writes the number of children in her class on the board. She asks Garrett to write the same number below hers. She then writes the names of two children who are absent on the board. She writes “2” on the board and asks Garrett to write “2”.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02—Garrett is **provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.**

Garrett has an opportunity to understand numbers and their relationships to quantities when he counts the children in his class and writes that number on the board. Ms. Romig writes “18” on the board and invites Garrett to do the same. She explains that writing a “1” and an “8” together is how “18” is written, thus connecting the number names to their written symbols.

**Bold** text is taken directly from the standards
(How Many Are Here Today? continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.13—Ms. Romig promotes children’s engagement and learning by guiding them in acquiring specific skills...

Children in Ms. Romig’s class count as part of their daily routine. The “teacher helper” for the day leads the counting and has the opportunity to write the number of children present and absent on the board.
How Many Now?

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.04—**Children have varied opportunities to be read books in an engaging manner...**

Ms. Blohm teaches about counting and pattern recognition while reading a story about a pond. The story describes several different animals that live in or near the pond. She shows the children a blue shape on a piece of paper and asks what they think it might be. She then shows the children some additional visual aids of several cutout animals that are described in the story. As Ms. Blohm reads, she places the animal cutouts into the pond to engage the children further in the story and asks the children, “How many now?”. This leads to the children counting the animals with Ms. Blohm.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02—**Children are provided...opportunities...to build understanding of numbers...and ...quantities.**

Jenna uses simple addition to quickly determine that there are eight animals in the pond after a frog jumps in.
Curriculum: Essential Characteristics

2.A.07— **The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule provides time and support for transitions...**

At the end of center time the teacher turns off the lights briefly and begins singing a cleanup song. This signals the children in the class that it is time to put things away and prepare for the next activity. Another teacher asks the girls if they would like to finish their work at center time to give them the option to come back to it later if they choose.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.06— **Children are provided varied opportunities and materials to understand basic concepts of geometry, for example, by naming and recognizing two-...dimensional shapes**

When one girl identifies the shape of her drawing as “square”, her friend helps her realize that the drawing of the money is in the shape of a rectangle.

Designing Enriched Learning Environments

3.A.05— **Teachers work to prevent challenging or disruptive behaviors through: environmental design; schedules that meet the needs and abilities of children; effective transitions; engaging activities.**

The classroom is set up to facilitate independence of the children during center time. Materials are accessible to them without the need of assistance from an adult. The predictable schedule puts children at ease and the cues of the lights going off and the cleanup song helps children transition to the next activity.

**Bold** text is taken directly from the standards
### Humpty Dumpty

(2:16)

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### Curriculum: Essential Characteristics

2.A.10— *The curriculum guides...Ms. Katter...to incorporate content, concepts, and activities that foster...language, and cognitive development and that integrate key areas of content including...science...*

As a prelude to a reading activity, Ms. Katter engages the children in her class in a discussion about eggs. She asks children to tell her what they know about eggs. The children discuss physical properties of eggs as well as what kinds of animals can hatch from eggs. Ms. Katter points out that eggs found in supermarkets come from chickens.

### Areas of Development: Language Development

2.D.04— *Children have varied opportunities to develop vocabulary through conversations...and...experiences...*

Ms. Katter asks the children in her class what they know about eggs. One child mentions that eggs can crack while another shares that rotten eggs smell bad. When Ms. Katter asks if anyone knows what the yellow part of an egg is called, one child replies “olk”. Ms. Katter states that the yellow part of the egg is actually called the “yolk”.

**Bold** text is taken directly from the standards.
(Humpty Dumpty continued)

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.04—Children in Ms. Katter’s class have varied opportunities to: be read books in an engaging manner in group...settings...engage in conversations that help them understand the content of the book...and...be assisted in linking books to other aspects of the curriculum...

Ms. Katter captures children’s attention by enlisting their help in reading "Humpty Dumpty” posted on the board. A conversation is held before reading to help the children make connections to their prior knowledge about eggs (eggs can produce different animals, eggs in supermarkets come from chickens) before doing choral reading in the large group.
### I Can Do This by Myself

(5:15)

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Curriculum: Essential Characteristics

2.A.08— **Materials and equipment used to implement the curriculum:**...in Ms. Carlat’s room are... **appropriately challenging**... are organized to support **independent use**... and... **are rotated to**... accommodate new interests and **skill levels**.

Board puzzles often capture children’s interests and are challenging at a variety of skill levels. This puzzle presented a challenge for the boy putting it together, but with repetition his skill levels will increase and he will likely seek more challenging puzzles as they are made available. The puzzles in Ms. Carlat’s classroom are stored so that they are accessible to the children to select on their own.

Areas of Development: Physical Development

2.C.03— **Children are provided varied opportunities and materials that support fine motor development.**

Board puzzles require manipulation that supports fine motor development. These puzzles are available during center time for children to use.

Designing Enriched Learning Environments

3.A.04— Ms. Carlat **organizes space and selects materials**...to stimulate **exploration**...and **conceptual learning**.

The boy putting a puzzle together in Ms. Carlat’s room learns spatial concepts as he figures out how to place the pieces of the puzzle.
I Can Read!

(6:37)

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.04—Sam has **opportunities to...be read books in an engaging manner...** and **explore books on his own and have places that are conducive to quiet enjoyment of books.**

Ms. Thompson reads “The Very Hungry Caterpillar” in such a way that keeps the children’s attention. They predict what will happen next in the book and talk about their favorite parts. When Sam reads the book independently, he does so in a small loft area that gives him some separation from the rest of the class.
Curriculum: Essential Characteristics

2.A.11—The schedule provides children...time for play, self-initiated learning, creative expression...and child-initiated activity.

As children arrive in the morning, they have several choices of activities. Paige uses the opportunity to write a note to her friend Ava. She draws a picture and learns how to spell the words she wants to use in the note to her friend.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.05—Children have multiple and varied opportunities to write: writing materials and activities are readily available...Various types of writing are supported including...developmental spelling.

Paige easily finds the materials she wants in the writing center to create a special note for her friend Ava. Ms. Nitchais-Reierson helps Paige spell the words she wants to use by encouraging her to identify the sounds she hears in the words. Even when this potentially results in an incorrect spelling, Ms. Nitchais-Reierson chooses to have Paige focus on the sounds she hears rather than correcting her.
(I Like You! I Like You! continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.12—Ms. Nitchais-Reierson **promotes** Paige’s **engagement and learning by responding to** her **need for and interest in practicing emerging skills**...

Ms. Nitchais-Reierson helps Paige to remain engaged until her writing and drawing is complete by giving her the support she needs to finish. This enables Paige to practice representing sounds in words.
**I Love Science!**

(1:50)

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**Curriculum: Essential Characteristics**

2.A.11—Emma has **learning opportunities** with **projects** such as exploring paleontology that **extend over the course of several days and incorporates...self initiated learning**...

The paleontology unit lasts approximately two months, with explorations about what paleontologists do and how they do their work. During center time Emma chooses to search for bones as a paleontologist would.

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**Areas of Development: Social-Emotional**

2.B.01—The children in Ms. Bromwich’s class have **varied opportunities to engage...with teaching staff who are attentive and responsive to them**...

Emma’s teacher responds quickly to Emma’s discovery of a new bone and validates Emma’s claim that she “is for sure a paleontologist now”. In the middle of the discussion a child tells the teacher that he is feeling better. The teacher says, “You’re feeling better? Good.” Emma’s teacher also delights in Emma’s discovery that a straw floats in water.

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**Bold** text is taken directly from the standards
(I Love Science! continued)

Curriculum Content Areas for Cognitive Development: Science

2.G.02—Emma is provided varied opportunities and materials to learn key content and principles of science such as: ...Structure and property of matter (e.g., characteristics that include concepts like...floating and sinking)...

Emma discovers that some objects float in water and some objects sink.
I Want to Play

Areas of Development: Social-Emotional

2.B.01—Children in Ms. Schaefer’s class *have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.*

Kaylee is ready to play a game with a friend. Tjaden begins to pick up one of the pieces and Kaylee moves away from him. Tjaden follows her around a table and Ms. Schaefer notices the unhappy look on Kaylee’s face. She asks Kaylee if she likes it when Tjaden does that and Kaylee shakes her head “no.” Ms. Schaefer encourages Kaylee to tell Tjaden that she does not like it and offers to help Kaylee express her feelings.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.02—*Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.*

Tjaden wants to play a game that Kaylee has, but has a hard time expressing his feelings. Ms. Schaefer tells Tjaden that he can either wait until Kaylee is finished playing the game, or he can get the materials needed to start his own game. He chooses to start his own game. Ms. Schaefer helps him gather the materials and then plays the game with him.
(I Want to Play continued)

Creating Caring Communities for Learning

3.B.05—Ms. Schaefer helps Tjaden learn socially appropriate behavior by providing guidance that is consistent with his level of development.

Ms. Schaefer helps Tjaden learn that instead of disturbing Kaylee’s game play, he can either wait for a turn with the game, or begin his own game.
If I Say Please

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Area of Development: Language Development

2.D.06— Children in Ms. Schuhmacher’s class have varied opportunities...that encourage them to have discussions to solve problems that are interpersonal...

When Isaiah and Cody have a disagreement about playing with a toy, Ms. Schuhmacher suggests they sit down and discuss the problem. She encourages them to talk to each other and redirects their attention to each other when needed. Through the discussion, the boys resolve their problem.

Creating Caring Communities for Learning

3.B.05— Ms. Schuhmacher helps Isaiah and Cody learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.

While Ms. Schuhmacher facilitates a discussion between two boys having a disagreement, she takes the opportunity to teach socially appropriate conflict resolution skills. She asks each boy to state the problem, and she repeats what the boys say so they are clear about what the other is saying. She encourages the boys to talk to each other instead of talking to her. Isaiah and Cody agree upon a solution and continue playing together.

Creating Caring Communities for Learning

3.B.06— Ms. Schuhmacher manages behavior and implements classroom rules and expectations in a manner that is consistent and predictable.

Isaiah and Cody seem familiar with the process of discussing conflicts with others in the class. They do not resist the idea of sitting down together and talking about the problem. Ms. Schuhmacher has set the expectations for behavior and for conflict resolution and the boys are comfortable with the process.

Bold text is taken directly from the standards
**If You See a Snake**

(1:27)

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**Areas of Development: Social-Emotional**

2.B.01— **Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ava and her friend Paige talk with Ms. Nitchais-Reierson about experiences their friends and families have had when encountering snakes. By engaging in the conversation with Ms. Nitchais-Reierson, Ava and Paige have the opportunity to practice conversation skills as well as learn from the stories they share.

**Areas of Development: Language Development**

2.D.03— **Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts and experiences; and describing things and events.**

Ava and Paige describe encounters with snakes and how the people reacted during those encounters. The girls share their thoughts with Ms. Nitchais-Reierson about those experiences.
Labeling Seeds

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Curriculum: Essential Characteristics

2.A.11— The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for play, self-initiated learning, creative expression, large-group, small-group, and child-initiated activity.

This planting project is an extension of a previous project about compost and earthworms. The children spent time prior to planting seeds in this soil observing earthworms in the dirt and learning about what compost is, how it is created, and its purpose for plants.
(Labeling Seeds continued)

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.06—Children in Ms. Gehrke’s class are provided multiple and varied opportunities to develop phonological awareness...children’s...efforts to write letters that represent the sounds of words are supported.

A girl in Ms. Gehrke’s class wants to write “corn” on her seed container. She expresses that she does not know how to write it. Ms. Gehrke helps her think about how she could write “corn” by pronouncing each phoneme in the word so that the child can hear each sound and attempt to represent it in her writing. Ms. Gehrke helps her notice the “kuh” sound at the beginning of the word and the girl says “k”. Ms. Gehrke encourages her to write the letter she hears. When the girl still struggles a bit, Ms. Gehrke suggests looking at the seed packet as a resource for writing “corn.” The girl uses the seed packet as guide for labeling her container. She discovers that “corn” starts with the letter “c”, not the letter “k”. Ms. Gehrke points out that “c” and “k” both have a “kuh” sound.

Using Time, Grouping, and Routines to Achieve Learning Goals

3.D.11—Ms. Gehrke creates opportunities for children to engage in group projects and to learn from one another.

Ms. Gehrke uses the experiences the children had from previous projects to extend their learning into the area of how plants grow. She embeds literacy development into these activities by giving the children a purpose for reading, writing, and communicating with each other. The set up of the center allows for cooperative learning and facilitates peer interaction.
**Let’s Share a Book**

(2:55)

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Areas of Development: Social-Emotional

2.B.01—A girl has...**opportunities to engage throughout the day with teaching staff who are attentive and responsive to them...**

A girl wants to read a favorite book with a classroom associate. The associate helps her find the book she wants and together they begin to read and sing the words of the book. Earlier, the class had created characters from the book and displayed them on a wall. The associate asks the girl which of the characters she worked on and acknowledges the girl’s work on “red bird.”

Curriculum Content Areas for Cognitive Development: Early Literacy

2.E.04—A girl has opportunities to: **be read to regularly in individualized ways including one-to-one... have access to various types of books, including... books with rhymes... be read the same book on repeated occasions... engage in conversations that help them understand the content of a book... identify the parts of books...**

A girl chooses a favorite book to read with a classroom associate. The girl is quite interested in who made the illustrations for the book. The associate explains more than once who wrote the words and who drew the illustrations. The rhyming words in “Brown Bear, Brown Bear” are easily sung by the girl and associate.
(Let’s Share a Book continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.12— Teachers promote children’s engagement and learning... by enhancing and expanding activities that children choose to engage in repeatedly.

The class is quite familiar with “Brown Bear, Brown Bear.” The girl and associate reading the book sing the words and refer to a nearby wall where characters from the book that the class created together are displayed.
**Look What We Have Made**

(3:16)

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Areas of Development: Language Development

2.D.07— **Children** in Ms. Romig’s class **are provided varied opportunities and materials that encourage them to engage in discussions with one another.**

During the construction of a castle with cardboard blocks, a boy discusses with a girl what their castle needs as they look at a picture of another castle in the class’s book, “Look What We Have Made!” The boy tells the girl that they need “a hole so the princess can get inside”.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.04— **Children** in Ms. Romig’s class **have varied opportunities to: explore books on their own and they have access to various types of books.**

The book, “Look What We Have Made” is a compilation of photographs and descriptions of different structures children in the class constructed with cardboard blocks. The book is available during center time for children’s inspiration in constructing their own structures.

Responding to Children’s Interests and Needs

3.E.04— A student **teacher uses** her **knowledge of children’s... interests, ideas, and skills to tailor learning opportunities for groups and individuals.**

A girl looking at a classroom book for ideas of what to build with blocks does not find inspiration initially. When a boy says that he has an idea, the student teacher suggests they look at the book again. The boy and girl, as well as other children, work together to create a castle based on an idea from the classroom book.
Looking at Shapes

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Curriculum: Essential Characteristics

2.A.10— The curriculum guides...Ms. Carlat...to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...mathematics...

The book that Ms. Carlat shares with her small group encourages the children to think about two and three-dimensional shapes and how they can find examples of those shapes in everyday life. The book introduces three-dimensional shapes and then relates them to objects children can see around them. A rectangular prism becomes a tall building, a sphere becomes a baseball and a cube becomes a puzzle game.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.06— Children in Ms. Carlat’s class are provided varied opportunities and materials to understand basic concepts of geometry, for example, by naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.

Children explore a book about shapes with Ms. Carlat to make connections between the shapes in the book and objects they may encounter in daily life. One child notices that a cone looks like an ice cream cone or a “castle piece”. A boy notes that a sphere looks like a scoop of ice cream that could go on top of the ice cream cone. He also notes that a cylinder looks like a popsicle.
(Looking at Shapes continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.07— Ms. Carlat uses her **knowledge of content to...ask questions that stimulate children’s thinking.** She helps **...children express their ideas and build on the meaning of their experiences.**

Ms. Carlat points out that a tall building is in the shape of a rectangular prism. She then asks a girl in the group if her dad works in a building like the one shown in the book and the girl confirms that he does.
Making a Telescope

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Curriculum: Essential Characteristics

2.A.08—In Ms. Carlat’s room materials and equipment used to implement the curriculum: encourage exploration, experimentation, and discovery...and...are organized to support independent use...

A girl making a telescope in Ms. Carlat’s class has everything she needs to complete the project. The paper, tape, and scissors used for the project are all easily accessible. She discovers that keeping her rolled paper from unrolling and taping it at the same time are challenging, so she seeks help from a student teacher.

Areas of Development: Physical Development

2.C.03—In Ms. Carlat’s class children are provided varied opportunities and materials that support fine motor development.

During center time a girl makes a telescope by rolling a piece of paper into a tube. She uses masking tape to hold the telescope together and scissors to cut the tape. All parts of this project support the girl’s fine motor development.

Designing Enriched Learning Environments

3.A.04—Ms. Carlat organizes space and selects materials...to stimulate exploration...and...discovery...

When a girl in Ms. Carlat’s class makes a telescope by rolling a piece of paper into a tube, she discovers that it is difficult to keep the tube of paper rolled while taping it. She makes a few attempts to secure the tube with tape and then enlists the help of a student teacher. The children are allowed to explore different and creative ways to make use of the materials in their classroom.

Bold text is taken directly from the standards
Areas of Development: Social-Emotional

2.B.01— Children in Ms. Hand’s class **have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Hand responds to a child’s request to figure out how tall she is using paper pumpkins as a tool for measuring. She helps children engage in the activity and stops for a moment to listen to Logan as he describes how he was offering to share with another child. She then invites Logan to be measured with pumpkins. When Kyla expresses interest in being measured with pumpkins, Ms. Hand tells her that she can have a turn after Logan.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02— In Ms. Hand’s class **children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.**

Ms. Hand has provided the children in her class a pumpkin number line they can use to measure how tall their friends are. The first pumpkin in the line is marked with a number 1 and each successive pumpkin shows the appropriate successive number. As the children measure each other’s height, they count the pumpkins starting at the child’s feet and ending at the top of the child’s head.

**Bold** text is taken directly from the standards
Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.05—Children in Ms. Hand’s class are provided varied opportunities...to help them understand the concept of measurement by using...non-standard units of measurement.

The children in Ms. Hand’s class are taking turns measuring each other’s height with a pumpkin number line. Each pumpkin has a number on it to reinforce the idea of ever increasing numbers being used to measure objects, such as numbers on a yard stick or meter stick.
### Morning Group Job Chart

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**Areas of Development: Language Development**

2.D.03—Children in Ms. Romig’s class **have...opportunities to develop competence in verbal and nonverbal communication by responding to questions...**

Ms. Romig asks different types of questions that children in her class can respond to verbally and nonverbally. When she asks whose name appears on the job chart in the place where she is pointing, the child raises his or her hand. Then Ms. Romig asks the child what job they will be doing that day and the child responds with the name of the job.

**Areas of Development: Language Development**

2.D.04—Ms. Romig’s class has **opportunities to develop vocabulary through conversations.**

Ms. Romig makes a point of using positional words (“top” and “under”) when reviewing the job chart. She gives a slight emphasis to the positional words when she uses them with her students thereby drawing children’s attention to the words.

**Bold** text is taken directly from the standards
(Morning Group Job Chart continued)

Curriculum Content Areas for Cognitive Development: Social Studies

2.E.03- Children in Ms. Romig’s class are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.

The job chart in Ms. Romig’s classroom is divided into two sections. One day, the children listed on one side of the chart have jobs to do. The next day, the children on the other side of the chart have jobs. With a job to do every other day, the children regularly experience the importance of the role of each member in a community.
Morning Message

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.05— **Children see...** Ms. Kimpston...**model functional use of writing.**

Ms. Kimpston writes a sentence on a white board during group time. She describes the mechanics of how she is writing the sentence and asks the children in her class for their ideas on different aspects of writing such as spacing, what a sentence begins with and where she should start writing when she begins a new line. The sentence she writes lets the children know one of the planned activities for the day.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.06— Children in Ms. Kimpston’s class **are provided multiple and varied opportunities to develop phonological awareness:** They are encouraged to play with the sounds of language, including syllables...and phonemes... The children are helped to name...letters and say the sounds they represent.

Ms. Kimpston helps the children in her class sound out the word “chicks” by breaking the word into phonemes. When she writes the first word on the white board, she enunciates the sounds the letters make (wuh—ee) and the children say the word “we”.

**Bold** text is taken directly from the standards
(Morning Message continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.13—Ms. Kimpston promotes children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.

Ms. Kimpston teaches the children in her class to sound out words and to use the individual letter sounds as a guide to pronouncing words. When the children encounter an unfamiliar word, “chicks”, Ms. Kimpston helps the children hear the sounds of the individual phonemes, and then combine the sounds to form the word “chicks”.

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**My Machine**

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Areas of Development: Language Development

2.D.03— **A boy** in Ms. Romig’s class has opportunities to develop competence in verbal communication by responding to questions...and describing things...

A boy demonstrates his verbal competence when he describes the function of a machine he constructed from wooden blocks to a classroom associate. She asks questions for clarification about the nature of the machine, giving him the opportunity to elaborate.

Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts

2.J.06— **Children are provided**...varied open-ended opportunities and materials to express themselves creatively through...three-dimensional art.

A boy in Ms. Romig’s class chooses wooden blocks to realize his conception of a machine that makes other wooden blocks.

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.08— A classroom associate helps a boy **identify and use prior knowledge**.

A boy shows a classroom associate a machine that he constructed out of wooden blocks. She uses this as an opportunity to ask questions that encourage him to access knowledge he has about how machines work and relate that to how his machine operates.

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Name Cards

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Creating Caring Communities for Learning

3.B.02—Ms. Schaefer creates and maintains a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy, responsibility, and empathy.

Ms. Schaefer holds up name cards during a transition. When a child sees his or her name, Ms. Schaefer asks the child to tell her how old he or she is. Some of the children respond verbally without hesitation. Other children hold up fingers to represent how old they are. Ms. Schaefer encourages them to use words to tell her how old they are.

Creating Caring Communities for Learning

3.B.05—Ms. Schaefer helps...children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.

Children waiting to line up during a transition sit quietly while Ms. Schaefer explains the transition activity. She holds up a name card and she asks the child whose name is on the card to tell her how old he or she is. The children remain quiet while their friends, one by one, tell Ms. Schaefer how old they are when their turn comes.
**Name Cards 2**

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.03— In Ms. Hansen’s classroom **children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:**...*print is used to describe some rules and routines*...and Ms. Hansen...**helps children recognize print and connect it to spoken words.**

Ms. Hansen shows name cards to her class to identify the classroom helpers for the day. All of the children have the opportunity to say the name shown on the card. Once a child identifies his or her name, Ms. Hansen asks them to say the first letter in his or her name.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.02— **Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.**

Each day in Ms. Hansen’s class there are different classroom helpers. The children help with parts of the daily routine in the classroom. When individuals share in the responsibilities of a community, they gain a sense of pride in the community. This leads to a feeling of acceptance and belonging as a valued member of a community.

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Paper Airplanes

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Areas of Development: Social-Emotional

2.B.01—A boy in Ms. Carlat's class has **varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to** him...

A boy who has just made paper airplanes for everyone in his class is eager to show Ms. Carlat. She acknowledges his accomplishment and helps him count to determine if there is one airplane for every child and teacher in the class.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02—In Ms. Carlat’s class, **children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.**

Ms. Carlat uses a boy’s interest in making paper airplanes as an opportunity to reinforce his emerging math skills. Together they count the airplanes and the boy gains experience in one-to-one correspondence.

Responding to Children’s Interests and Needs

3.E.04—Ms. Carlat uses her knowledge of children’s...interests...to tailor **learning opportunities for groups and individuals.**

When a boy in Ms. Carlat’s class brings her a stack of paper airplanes he made for his class, she uses the opportunity to encourage development of his math skills. Together they count the airplanes and discover he has made enough for all the children and teachers in the classroom to have one. Ms. Carlat also uses the opportunity to reinforce the idea of community and the social-emotional aspects of thinking about others in a group.

**Bold** text is taken directly from the standards.
Playing a Card Game

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Curriculum: Essential Characteristics

2.A.05—**Curriculum goals and objectives guide...**Ms. Kimpston’s...**ongoing assessment of children’s progress.**

While the group plays Uno, Ms. Kimpston documents how each child takes his or her turn during the game. She notes things like whether or not the child recognizes the numeral and names it correctly, how the child chooses to play his or her cards and if the child is able to make a correct play independently.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.03—In Ms. Kimpston’s class, **children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.**

While playing Uno, the children in Ms. Kimpston’s class make decisions about their next turn by looking at the previous card played and deciding if they should use a card of the same number, the same color or if they need to draw a card to play.

Creating Caring Communities for Learning

3.B.02—Ms. Kimpston...**creates and maintains a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy...**

Children are guided by Ms. Kimpston if they have questions while playing Uno. She reminds them of how the game play works (matching the color or number of the card in the discard pile) and explains special cards when they are played (Draw Two, Skip, etc.). Ms. Kimpston also uses an assistive device for one child with a hearing impairment so that the child can easily participate in the activity.

*Bold* text is taken directly from the standards
**Playing a Memory Game**

(1:35)

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Curriculum: Essential Characteristics

2.A.08— **Materials and equipment used to implement the curriculum:...promote action and interaction...**

Ms. Knudson has made a Memory game available to the children in her class. The children are able to set up the game independently and proceed with the game without assistance. The children keep track of whose turn it is and talk about the game as they play it. When they finish the game, they decide to play again.

Areas of Development: Language Development

2.D.07— **Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.**

The game Memory provides an opportunity for the children to discuss the game while they play it. They share frustrations when they do not find a match and keep careful track of whose turn is next. At the end of the game, they count the number of cards they matched and compare with each other.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.02— In Ms. Knudson’s class, **children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.**

The children playing Memory in Ms. Knudson’s class demonstrate acceptance of everyone in the group. When a boy begins his turn early, he is quick to acknowledge that “it’s Angel’s turn.” As the game continues, the children narrate the game (“ok, now it’s your turn”).

*Bold* text is taken directly from the standards
Preschool Geometry

(1:14)

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Click the title above to see the HSCOF standards for this video.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.06—Children are provided...opportunities and materials to understand basic concepts of geometry...by...recognizing how figures are composed of different shapes.

Using pattern blocks and frames, children explore shapes and angles while working to complete figures. They also improve their visual spatial skills through this activity.
Pretend Play Firefighter

(2:57)

Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts.

2.J.06—Three boys are provided...open-ended opportunities and materials to express themselves creatively through...drama...

These children were provided with materials tostimulate and enhance dramatic play, such as the helmets worn by two of the boys. The boy wearing the firefighter's helmet talks about the fire being out and suggests that it is time to clean the kitchen. A tornado warning becomes the central theme of their play. The boys are allowed to explore their play-theme creatively as they come up with imaginative solutions for dealing with the tornado, including punching it and whacking it with pans.
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Areas of Development: Language Development

2.D.03— The children in Ms. Romig’s class have varied opportunities to develop competence in verbal...communication by...communicating needs, thoughts and experiences....

During center time, Ms. Romig allows the children to select the materials they want to use as well as whether they want to play alone or with a friend. This creates the conditions for these children to have opportunities to express their needs and ideas to one another. Two instances of this occur between the girl and two boys where they are able to communicate verbally to negotiate the use of materials and space.

2.D.06— The children have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal....

The first boy in this excerpt explains that he “had that cat”. The girl follows this statement with a request for him to find her another one. They are able to resolve this potential conflict by talking to each other rather than becoming angry or resorting to physical aggression. Additional negotiation occurs later when she and another boy agree not to break each other’s structures.
Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

2.J.06—The children are provided many and varied open-ended opportunities and materials to express themselves creatively through...drama....

The children in Ms. Romig’s class have access to a variety of blocks and accessories that they can use to engage in dramatic play. The girl uses wooden unit blocks to build a setting for the figures she has selected and then begins to act out a scenario about a cat who is “king of the cats”.

**Bold** text is taken directly from the standards
Pumpkin Exploration

(3:25)

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Curriculum: Essential Characteristics

2.A.08— In Ms. Hand’s class, materials and equipment used to implement the curriculum reflect the lives of the children and families, provide for children’s safety while being appropriately challenging… encourage exploration, experimentation and discovery… and...promote action and interaction.

Pumpkins are readily available and a staple of Midwestern culture. Ms. Hand offers children the opportunity to develop fine motor skills by providing plastic hammers that can be used to drive wooden golf tees into the pumpkin. This leads to the children experimenting with different ways they can use the hammer and which parts of the pumpkin are easier than others to drive the tees into. The boys engaged in this activity discuss their observations.

Designing Enriched Learning Environments

3.A.05— Ms. Hand works to prevent challenging or disruptive behaviors through... engaging activities.

The boys driving golf tees into a pumpkin are completely engaged in what they are doing. Their high level of interest and involvement precludes any challenging or disruptive behaviors.

Bold text is taken directly from the standards
(Pumpkin Exploration continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.12—Ms. Hand promotes children’s engagement and learning by... enhancing and expanding activities that children choose to engage in repeatedly.

The children in Ms. Hand’s class have opportunities to explore pumpkins in several different ways. By hammering golf tees into the pumpkins children learn about the external structure of the pumpkin. The science center provides children with the opportunity to look at various parts of the pumpkin with a magnifying glass as well as explore the internal structure of the pumpkin that has been cut open.
**Purposeful Writing**

(0:40)

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Areas of Development: Physical Development

2.C.03— Children in Ms. Uhlenberg’s class **are provided varied opportunities and materials that support fine-motor development.**

Two girls have been working on an art project that involves gluing cotton swabs on construction paper. When one girl finishes, she gets a marker so she can write her name on her project.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.05— **Children have multiple and varied opportunities to write: writing materials and activities are readily available... various types of writing are supported...**

When a girl in Ms. Uhlenberg’s class wants to write her name on an art project, she knows exactly where to find a marker. She writes her name on her project without assistance and then explains that she wrote her name so that people will know that the art project is hers.

**Bold** text is taken directly from the standards


**Reading a Class-Made Book**

(2:19)

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Areas of Development: Social-Emotional

2.B.01— Riviera has...**opportunities to engage throughout the day with teaching staff who are attentive and responsive to** her...

Riviera decides to look at a book her class made. As she begins to look at it, Ms. Koenigsberg reminds Riviera that the book is about a class field trip and encourages her to look at the pictures. Riviera takes pride in the page that she made and Ms. Koenigsberg shares Riviera’s enthusiasm.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.02— In Ms. Koenigsberg’s class, **children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.**

Riviera begins to read a book her class made about a field trip they took. Several of her friends crowd around her to look at the book with her. After Riviera finds the page she made, another boy begins to point out to his nearby friends when their pages are being looked at. The children share each other’s pride and enthusiasm at seeing their work in a book.

Using Time, Grouping, and Routines to Achieve Learning Goals

3.D.10— Ms. Koenigsberg **organizes time and space...to allow children to work or play individually and in pairs...or...to come together in small groups...**

During center time, Riviera chooses to look at a book her class made about a field trip. She sits on a bean bag chair to look at the book. Several of her friends gather around the bean bag chair and look at the book with her.

**Bold** text is taken directly from the standards
Reasons to Write

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Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.03— Owen has **opportunities to become familiar with print.**

When Owen decides that he would like his ramps to be left up to play with the next day, Ms. Bromwich helps him make a sign that says “Save for Owen”. He helps sound out the word “save” and watches as Ms. Bromwich writes the letters. Owen spells his name as Ms. Bromwich writes each letter. He also contributes to the sign by drawing a familiar letter, a capital “E” on the sign.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.05— Owen sees Ms. Bromwich **model the functional use of writing...and** he is... **provided needed assistance in writing the words and messages** he is **trying to communicate.**

Owen watches closely as Ms. Bromwich writes the letters needed to make a “save” sign for ramps he was using. She asks him how to spell his name and then writes the letters down, repeating them back to him. When Owen wants to write a letter on the sign, Ms. Bromwich acknowledges that he has written a capital “E. This demonstrates for Owen that writing serves a purpose by communicating to his friends not to take down his ramp structure.
**Areas of Development: Language Development**

2.D.03—Children in Ms. Nitchais-Reierson’s class develop competence in verbal and nonverbal communication by responding to questions; communicating...thoughts and experiences...

During the course of this activity, the children engage in discussions with each other and with Ms. Nitchais-Reierson. Words that are new to the children’s vocabulary such as “horizontal” and “vertical” are reinforced with gestures indicating which direction is horizontal and which is vertical. The children also discuss how they chose to complete the activity.

**Curriculum Content Areas for Cognitive Development: Early Mathematics**

2.F.05—Children in Ms. Nitchais-Reierson’s class are provided varied opportunities and materials to help them understand the concept of measurement by using...non-standard units of measurement.

The children in Ms. Nitchais-Reierson’s small group work to solve a problem she presents. They are to figure out how use rectangles to cover a square piece of paper. The task can be viewed as determining how many horizontal rectangles and how many vertical rectangles it takes to cover the square.

**Bold** text is taken directly from the standards
(Rectangle continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.07—Ms. Nitchais-Reierson uses her knowledge of content to pose problems and ask questions that stimulate children’s thinking …

Ms. Nitchais-Reierson asks the children several questions during the activity. She asks questions like, “What happens if you turned all of those rectangles horizontal?” and, “Are yours the same?”. Questions like these encourage the children to think about what they are doing and why they are doing it and contribute to the development of critical thinking skills.
Sand Exploration

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Curriculum Content Areas for Cognitive Development: Science

2.G.02—Children in Ms. Christner’s class are provided varied opportunities and materials to learn key concepts and principles of science such as...structure and property of matter.

The girls at the sand table play with dry sand. They want to use molds to make different shapes in the sand, but the dry sand will not mold well. The girls ask an associate for help. The associate helps the girls add water to the dry sand and then asks them if the molds work with the wet sand. The girls have the opportunity to explore the differences in the properties of dry sand versus wet sand.

Curriculum Content Areas for Cognitive Development: Science

2.G.06—Two girls in Ms. Christner’s class...are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomenon.

The girls at the sand table want to use molds to shape the sand. When the dry sand will not stick together in a molded shape, a classroom associate suggests adding water to see if the molds work with wet sand. The girls have the opportunity to explore how adding water to the sand makes it more moldable than the dry sand.

Designing Enriched Learning Environments

3.A.04—Ms. Christner organizes space and selects materials...to stimulate exploration, experimentation, discovery, and conceptual learning.

The sand table provides many opportunities for children to explore the natural earth and develop concepts about the properties of matter (differences between how wet sand and dry sand react to being molded into shapes). The shovels and molds provided with the sand table align with age appropriate preferred activities such as scooping and dumping.

**Bold** text is taken directly from the standards
Sand Play

(0:57)

Areas of Development: Social-Emotional

2.B.01—Children in Ms. Fisher’s class **have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Fisher has a conversation with Kaylee and Jason while they play at the sand table. She takes the time to observe what the children are doing and uses this as an opportunity to ask questions and draw the children’s attention to details. Kaylee observes that sand will flow through a sieve by shaking the sieve. When Ms. Fisher asks Jason if he can scoop a lot of sand with a slotted spoon, Kaylee observes that sand goes through the spoon because it has holes.
(Sand Play continued)

Areas of Development: Language Development

2.D.04— **Children have varied opportunities to develop vocabulary through conversations**...and...**experiences**...

Kaylee sifts sand at the sand table. As she begins to examine the tool she has been using, she asks Ms. Fisher what the tool is called. Ms. Fisher tells her it’s a “sieve” and Kaylee repeats ”a sieve.” Ms. Fisher goes on to describe what the sieve looks like by saying, “This looks sort of like a screen to me, like on a screen door.”

Designing Enriched Learning Environments

3.A.04— Ms. Fisher **organizes space and selects materials**...to **stimulate exploration, experimentation, discovery, and conceptual learning.**

Sand is an engaging material for children. The sand table in Ms. Fisher’s room offers children a variety of tools to explore the sand including tools for scooping, sifting and dumping.
**Setting Up the Environment**

(1:46)

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Curriculum: Essential Characteristics

2.A.08— Ms. Schuhmacher uses materials that **encourage exploration, experimentation, and discovery... promote action** and interaction...and...are **organized to support independent use**...

The paint rollers allow children to explore the medium of paint while experimenting with making both broad and thin lines as well as exploring the effects produced by mixing different colors. The center is set up so that children can paint independently. The girls have a conversation about the pictures they paint and discuss their color preferences.

Areas of Development: Language Development

2.D.07— **Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.**

Ms. Schuhmacher sets up the painting center so that the children in the center have enough room to work, but are close enough to have conversations. The setup allows for both girls to reach the different colors of paint rollers and one girl comments on her preference for one shade of blue over another.

Designing Enriched Learning Environments

3.A.04— Ms. Schuhmacher **organizes space and selects materials ... to stimulate exploration, experimentation, discovery, and conceptual learning.**

One girl at the painting center has difficulty getting one of the paint rollers to work in the way she expects. She tries using the edge of the roller and to make a broad line. Her friend learns the concept of laying colors on top of each other as she creates her design.

**Bold** text is taken directly from the standards
Sewing Cards and Puzzles

(3:24)

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Areas of Development: Social-Emotional

2.B.01— Three boys **have...opportunities to engage...with teaching staff who are attentive and responsive to them...**

The associate is engaged with the boys playing with sewing cards and puzzles. She has a conversation with the boys while they play and asks questions about the pictures on the sewing cards and completed puzzle such as, “Who eats acorns?” and “Did you have a pumpkin at your house?”

Areas of Development: Physical Development

2.C.03— Three boys **are provided...opportunities and materials that support fine motor development.**

The boys use their fine motor skills to thread yarn through sewing cards, grasp the pegs on the peg puzzles, and manipulate the pieces so they will fit when putting together jigsaw puzzles.

Areas of Development: Language Development

2.D.03— Three boys **have...opportunities to develop competence in verbal...communication by responding to questions; communicating...thoughts and experiences...**

The associate asks the boys playing with sewing cards and puzzles several questions related to what they are doing. The boys have the opportunity to identify pictures and share their own thoughts and experiences when responding to questions (“Who eats acorns?” and “Did you have a pumpkin at your house?”).

**Bold** text is taken directly from the standards
Sharing Space

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Areas of Development: Language Development

2.D.06— Children in Ms. Fisher’s class **have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal...**

During block play, a conflict arises when Justin and Jason want to build in the same space. Ms. Fisher helps clarify the situation by explaining to Justin that Jason was building in the space before he was. Jason offers to share blocks with Justin and says it is okay for Justin to build in the same space.

Creating Caring Communities for Learning

3.B.05— Ms. Fisher **helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.**

When a conflict between Justin and Jason arises during block play, Ms. Fisher helps Justin understand the situation. Justin wants to build where Jason is building. Ms. Fisher explains that if Justin wants to build there too, he can ask Jason’s permission. Jason then offers to share his blocks and the space with Justin. Ms. Fisher acknowledges Jason’s gesture by saying, “That was a friendly thing to do!”

**Bold** text is taken directly from the standards
(Sharing Space continued)

Supervising Children

3.C.04—Ms. Fisher *supervises children primarily by sight*...

When a conflict arises between Jason and Justin during their play with blocks, Ms. Fisher is nearby to help the boys work through the conflict.
**Signing In**

(2:53)

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Areas of Development: Physical Development

2.C.03— **Children are provided varied opportunities and materials that support fine-motor development.**

Children in Ms. Hand’s class are presented with the opportunity to write their names as part of a routine each morning.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.03— **Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom.**

During the signing in process, Dakota finds his name amongst his friends’ names on a board located near the door as he enters the classroom. He then writes his name on a sign-in sheet as part of a daily routine.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.05— In Ms. Gillette’s class **children have multiple and varied opportunities to write...children are given the support they need to write on their own...including access to the alphabet and to printed words...on laminated cards.**

Ms. Gillette makes laminated name cards available to the children in her class so they can practice writing their names. For some children, a dashed line version of their name helps them form the letters. Other children write their names without the support of the dashed lines.

**Bold** text is taken directly from the standards.
Snack Helper

(1:39)

Creating Caring Communities for Learning

3.B.02— **Teaching staff create and maintain a setting in which children of differing abilities can progress...toward increasing levels of autonomy and responsibility...**

The jobs that the boy and girl in this clip do as snack helper give them an opportunity to have responsibility and autonomy as they fulfill the requirements of the job. The girl setting the table does so without any guidance from teachers and the boy who is a dual language learner passes out milk in a method that works for him. All children are given the same opportunities to share in classroom responsibilities and contribute to the community.

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Spatial Relationships

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Areas of Development: Physical Development

2.C.03— **Children are provided varied opportunities and materials that support fine motor development.**

Fine motor skills are used and developed when children manipulate pattern blocks and carefully place them into a frame.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.06— **Children are provided varied opportunities and materials to understand basic concepts of geometry by recognizing how figures are composed of different shapes.**

Pattern blocks provide an excellent opportunity for children to recognize how different shapes can be combined to create other shapes and designs. Children also begin to understand angles when playing with pattern blocks.

Designing Enriched Learning Environments

3.A.04— Ms. Schuhmacher selects materials...to stimulate exploration, experimentation, discovery and conceptual learning.

Pattern blocks encourage children to explore and experiment with different shapes and how those shapes can be used to create figures. Children also have opportunities to increase their understanding of spatial relationships.

*Bold* text is taken directly from the standards.
# Stacking Blocks

(3:04)

![Standards in this video](image)

Curriculum: Essential Characteristics

2.A.12 — **The curriculum guides...**Ms. Gillette...***to plan for children’s engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study.**

Ms. Gillette helps children build a castle from blocks. As they are finishing the fence around the castle, Ms. Gillette suggests they put spikes on the fence, “to keep the foxes out, or the Big Bad Wolf”, a reference to the well known “Three Little Pigs” story.

Designing Enriched Learning Environments

3.A.04 — Ms. Gillette **organizes space and selects materials in all content and developmental areas to stimulate exploration, experimentation, discovery, and conceptual learning.**

The block area is organized so that a variety of different types of blocks are easily accessible to children. The area is self contained so that children may build structures without concern that they might be knocked over accidentally by someone walking by.

Responding to Children’s Interests and Needs

3.E.04 — Ms. Gillette uses her **knowledge of children’s... interests, ideas, and skills to tailor learning opportunities for...individuals.**

Ms. Gillette talks with Lily about the structure they are creating together. She asks questions to stimulate Lily’s reasoning about the structure, and suggests a dramatic play element when adding “spikes” to the fence (to keep the foxes out, and to keep out the Big Bad Wolf).

**Bold** text is taken directly from the standards
Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.D.03—Children in Ms. Harmon’s class have **opportunities to retell or reenact events in storybooks.**

A girl in Ms. Harmon’s class draws inspiration from familiar fairy tales to tell a story using her own words.

Area of development: Language Development

2.E.04—Ms. Harmon’s students have **opportunities to develop competence in verbal and nonverbal communication** through their storytelling.

Children in Ms. Harmon’s class have the opportunity to use their own words and actions to retell stories as well as create their own stories.
**Taking Turns**

(1:41)

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**Areas of Development: Social-Emotional**

2.B.01— *Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.*

Several boys express interest in playing with the same dinosaur at the same time. Ms. Uhlenberg explains the order in which the boys asked to play with the dinosaur. She suggests that it might be helpful to create a waiting list to facilitate turn taking with the dinosaur.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.02— In Ms. Uhlenberg’s class, *children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.*

When four boys in Ms. Uhlenberg’s class want to play with a dinosaur at the same time, she explains to each successive boy the order of who will play with the dinosaur next. Each boy is assured that he will have a turn to play with the dinosaur. When Brady finishes playing with the dinosaur, he finds his friend Tate and gives the dinosaur to him.
(Taking Turns continued)

Creating Caring Communities for Learning

3.B.05—Ms. Uhlenberg helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.

The concept of “waiting your turn” is a familiar one to the children in Ms. Uhlenberg’s classroom. When several boys want to play with a dinosaur at the same time, Ms. Uhlenberg explains whose turn will come next. The boys accept this answer as an assurance that they will get to play with the dinosaur when their turn comes.
Teacher Talk

(2:19)

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Areas of Development: Social-Emotional

2.B.01— **Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Waterman asks children at the table what letter or number they are sewing. She points out the significance of certain letters in their names. Ms. Waterman shows an interest in the children’s thoughts and ideas.

Areas of Development: Physical Development

2.C.03— **Children are provided varied opportunities and materials that support fine motor development.**

The children in Ms. Waterman’s class play with letter and number sewing cards. This requires the children to hold the card in one hand while threading yarn through small holes with the other hand.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.06— **Children are regularly provided multiple and varied opportunities to develop phonological awareness:...children are encouraged to play with the sounds of language, including... phonemes... children are helped to name...letters and say the sounds they represent...**

Children sew letter and number cards with Ms. Waterman. They discuss how certain letters appear in certain names. Peyton and Tanner realize that the letter “t” is in both of their names. When a girl shows Ms. Waterman that she has a letter “s”, Ms. Waterman elongates the sound of the “s” and asks the girl “‘S’ for what?” The girl excitedly replies “snake!”

**Bold** text is taken directly from the standards
Teaching Self-Help Skills

Areas of Development: Physical Development

2.C.03—**Children are provided varied opportunities and materials that support fine-motor development.**

During breakfast, Kaylie is provided with a fork and knife so that she may cut up her own food.

Creating Caring Communities for Learning

3.B.05—An associate in Ms. Schaefer’s classroom helps Kaylie **learn socially appropriate behavior by providing guidance that is consistent with her level of development.**

When Kaylie asks an associate for help with cutting her pancakes, the associate takes the opportunity to teach the procedure to Kaylie. Instead of cutting the pancakes for Kaylie, she explains how to use a fork and knife to cut the pancakes while she cuts them with Kaylie hand-over-hand.

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.13—An associate promotes Kaylie’s **engagement and learning by guiding her in acquiring specific skills and by explicitly teaching those skills.**

Kaylie asks an associate for help with cutting her pancakes. The associate describes the process while she performs it hand-over-hand with Kaylie. The associate explains “We’re going to hold your knife this way and we’re just going to go across and push, and push...look at that! You’re doing it!”
The Before and After Game

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Curriculum: Essential Characteristics

2.A.10— The curriculum guides Ms. Nitchais-Reierson to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...mathematics...and... science...

“The Before and After Game” incorporates math and gives children an opportunity to hone their number awareness as well as deductive reasoning skills. The row of numbered cups resembles a number line and gives children experience using the number line to solve a problem.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02— Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.

The numbered cups Ms. Nitchais-Reierson uses for “The Before and After Game” give children an opportunity to reinforce their knowledge of number names, object quantities and the sequential order of numbers.
(The Before and After Game continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.07—Ms. Nitchais-Reierson uses her knowledge of content to pose problems and ask questions that stimulate children’s thinking.

In “The Before and After Game”, children are tasked with discovering under which numbered cup a surprise is hidden. When a child guesses a number which does not hide the surprise, Ms. Nitchais-Reierson gives the group a hint—she tells the group whether the surprise is hidden before or after the number guessed. The children then have an ever decreasing range of possibilities of numbered cups that might be hiding the surprise.
Areas of Development: Social-Emotional

2.B.01—Lily has varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to her...

Ms. Gillette has been building a castle out of blocks with Lily. When Ms. Gillette suggests that the king of the castle needs a puppy, Lily accepts her proposal. Ms. Gillette then listens and responds to Lily’s idea of drawing a puppy.

Areas of Development: Language Development

2.D.03—Lily has varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating...thoughts and...describing things...

Lily responds to Ms. Gillette’s questions about how they could make a puppy for the king of the block castle they constructed. When Lily suggests they draw a puppy, she has an opportunity to describe the shapes that make up the different parts of the picture of a dog they use as a model.

Areas of Development: Language Development

2.D.04—Lily has varied opportunities to develop vocabulary through conversations...

Lily and Ms. Gillette talk about the castle they constructed from blocks. Conversations such as this provide a natural opportunity to introduce new words within a meaningful context for the child.
They Are the Same

Curriculum: Essential Characteristics

2.A.10— The curriculum guides Ms. Nitchais-Reierson to incorporate content, concepts, and activities that foster cognitive development and that integrate key areas of content including mathematics...

Ms. Nitchais-Reierson chooses an activity for her class designed to enhance their cognitive development. She gives them a white square piece of paper and eight brightly colored rectangles. She challenges the children to use all eight pieces of paper to cover the square completely without any of the papers overlapping.

Areas of Development: Social-Emotional

2.B.01— A boy in Ms. Nitchais-Reierson’s class has opportunities to engage throughout the day with teaching staff who are attentive and responsive to him, and facilitate his social competence...

When a boy wants to share a discovery with Ms. Nitchais-Reierson, she listens to his words and helps him clarify his meaning. This responsive facilitation of two-way communication increases this boy’s social competence by giving him practical conversational experience.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02— A boy in Ms. Nitchais-Reierson’s class has opportunities to build understanding of numbers...and their relationship to object quantities...

A boy wants to tell Ms. Nitchais-Reierson about a discovery he made during an activity. He hands her the square that he covered with eight rectangles, points to two different parts of the square and says, “both of them are the same number.” When she asks for clarification, he puts a finger on each vertical rectangle and counts them, then puts a finger on each horizontal rectangle and counts them.
Three Beds and Four People  

(0:40)

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Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02— **Children are provided varied opportunities and materials to build understanding of numbers...and their relationship to object quantities.**

Ms. Nitchais-Reierson uses the children’s block structures to pose a problem about quantity for a girl to think about. Ms. Nitchais-Reierson counts four people in the block center and only three beds. The girl finds a fourth block structure that can be used only to discover that another child has come to the center so there is still one more person than there are beds.

Responding to Children’s Interests and Needs

3.E.04— Ms. Nitchais-Reierson uses her **knowledge of children’s... interests and ideas... to tailor learning opportunities for groups and individuals.**

Ms. Nitchais-Reierson capitalizes on an opportunity to use the children’s interest in pretend play by creating a room with beds made from blocks to see if one girl can figure out a way to make sure that there is one bed for each person in the center.

**Bold** text is taken directly from the standards
(Three Beds and Four People continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.07—Ms. Nitchais-Reierson uses her knowledge of content to...ask questions that stimulate children’s thinking.

Ms. Nitchais-Reierson takes advantage of an opportunity to integrate math problem solving with the concept of fairness. She points out that there are three beds the children have created in the block center and four people. A girl notices another bed that could be used. When Ms. Nitchais-Reierson asks her to count the number of beds, the girl counts four, and when she counts people, she discovers that another child has joined the group so there is still one bed less than the number of people in the center.
Transition Time

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Curriculum Essential Characteristics

2.A.07—Ms. Romig has developed a **daily schedule that is predictable yet flexible**... The schedule provides time and support for transitions, includes both indoor and outdoor experiences, and is responsive to a child’s need to rest or be active.

The children in Ms. Romig’s class have just completed their morning group time, a daily routine for the children, and are preparing to transition to gross motor play. Ms. Romig recognizes the need for the children in her class to have a daily whole group experience that encompasses many learning opportunities and familiar routines for the children followed by an orderly transition to a more active time for large motor play and exercise.

Curriculum Content Area for Cognitive Development: Early Mathematics

2.F.02—The children in Ms. Romig’s class are provided varied opportunities...to build understanding of numbers, number names, and their relationship to... symbols.

As the children line up at the door to go to the gym, each child stands on a number on the floor. The line leader knows to stand on 1. Ms. Romig directs the caboose’s attention to the 18 written on the board and asks him to find that number on the floor ("...a 1 and an 8, 18.") since there are only eighteen children in school that day.
(Transition Time continued)

Designing Enriched Learning Environments

3.A.05—The teachers in Ms. Romig’s class work to prevent challenging or disruptive behaviors through...environmental design and...effective transitions.

Ms. Romig uses a clear transition strategy by asking the children to line up if they wore a particular article of winter clothing to school that day. This allows several children to line up at once without all children getting up at the same time but also without creating too much wait time at the door. Ms. Romig also considers the environmental design of her classroom by placing numbers on the floor for the children to stand on so that the line does not become too crowded with the children standing too close together.
Transition Time 2

(1:32)

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Designing Enriched Learning Environments

3.A.05—Ms. Knudson works to prevent challenging or disruptive behaviors through:... effective transitions...

When Ms. Knudson uses the class-made book “Who Do You See?” to transition to breakfast, the children remain alert and engaged so they do not miss seeing the next picture of one of their friends.

Creating Caring Communities for Learning

3.B.02—Ms. Knudson creates and maintains a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy...and...responsibility...

As each child takes his or her turn naming the person’s picture that follows theirs, the child is asked to wash their hands for breakfast. The children are familiar with this routine and require no guidance in completing the hand washing routine.

Responding to Children’s Interests and Needs

3.E.04—Ms. Knudson uses her knowledge of children’s social relationships...to tailor learning opportunities for groups and individuals.

Ms. Knudson uses the “Who Do You See?” book the class made to transition to breakfast. She asks the child whose picture is on the page to name his or her friend that appears on the next page. This activity builds community within the classroom and shows the value of each individual within the classroom.

Bold text is taken directly from the standards
Using a Microscope

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Curriculum: Essential Characteristics

2.A.10— The curriculum guides Ms. Schaefer to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of content including...science...and...technology...

During center time, Ms. Schaefer makes a microscope set available for children to use with slides of various insects that the children can examine closely.

Curriculum Content Areas for Cognitive Development: Science

2.G.06— Children in Ms. Schaefer’s class are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

Tjaden is very engaged by the microscope during center time. He makes observations about different insects and his own hand using the microscope. Ms. Schaefer asks questions to further stimulate his thinking. For example, she asks him, “Can you see your finger? Is it big or little?”

Curriculum Content Areas for Cognitive Development: Technology

2.H.02— All children in Ms. Schaefer’s class have opportunities to access technology (e.g., tape recorders, microscopes, computers) that they can use by themselves, collaboratively with their peers, and with teaching staff or a parent.

Ms. Schaefer makes a microscope set available during center time. Tjaden looks at slides of insects and shares his observations with Ms. Schaefer.

Bold text is taken directly from the standards
**Using Descriptive Language**

(4:17)

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### Areas of Development: Language Development

2.D.03—Children in Ms. Huinker’s class *have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions...communicating thoughts and experiences; and describing things and events.*

Ms. Blong, an associate, has a conversation with a group of children playing with “gak”. The children respond to her questions about how the gak feels and different things they can do with the gak (stretching, pulling, rolling, etc.). The children are eager to share their observations with Ms. Blong.
(Using Descriptive Language continued)

Curriculum Content Areas for Cognitive Development: Science

2.G.02— In Ms. Huinker’s class, **children are provided varied opportunities and materials to learn key concepts and principles of science such as: structure and property of matter...and behavior of materials...**

Ms. Blong talks with children while they play with “gak”. They notice that the gak tends to level itself or “melt” in their hands. The children also explore the gak as they stretch it, roll it, and hold it up high and let it stretch down towards the table.

Designing Enriched Learning Environments

3.A.04— Ms. Huinker **organizes space and selects materials...to stimulate exploration, experimentation, discovery, and conceptual learning.**

“Gak” is an engaging substance for children and teachers alike. The unusual tactile experience motives the children to explore the different sensations they find when manipulating it as well as exploring the nature of the substance and what they can do with it.
**Washing Hands**

(0:40)

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Curriculum Content Areas for Cognitive Development: Health and Safety

2.K.01— Children in Ms. Huinker’s class **are provided varied opportunities and materials that encourage good health practices such...hand washing...**

As part of the daily routine in Ms. Huinker’s classroom, children wash their hands. The sink area has all of the essential items required for the routine within easy reach of the children. A step stool provides easy access to the sink with a soap dispenser nearby. The paper towel dispenser is on the wall next to the sink and the garbage can is also close so children have everything they need to independently complete the routine.
Curriculum Content Areas for Cognitive Development: Science

2.G.02— Brenton has **opportunities...to learn key content and principles of science such as...structure and property of matter...**

Brenton fills a cup full of water using a baster. Ms. Wignall sees what Brenton has been doing and asks him how he filled the cup. He demonstrates his technique of using the baster. Brenton observes that once the cup is full, no more water will fit inside of it and adding more water will make the cup overflow.

Curriculum Content Areas for Cognitive Development: Science

2.G.06— Brenton is **provided...opportunities and materials that encourages him to think, question, and reason about observed...phenomena.**

While Brenton fills a cup with water using a baster, Ms. Wignall encourages him to notice that the water looks like it is going up over the top of the cup. As the clip ends, Brenton observes this phenomenon on his own.
(Water Table—Full Cup continued)

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.02— Ms. Wignall uses multiple sources (including...children’s initiations and interests...) to...foster children’s curiosity, extend children’s engagement and support self-initiated learning.

Ms. Wignall takes an opportunity to encourage Brenton to think about what happens when he fills a cup with water using a baster. She uses his actions as a springboard for further observation and learning as she deliberately draws his attention to the appearance of the water at the very top of the cup. She points out how the water can actually be seen above the top edge of the container and she encourages Brenton to squat down so that his eye level is even with the top of the cup, promoting close observation. Brenton shows Ms. Wignall how he fills and empties the baster and then continues to put water into the cup using the baster.
**Water Table—Funnel**

(2:27)

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Areas of Development: Social-Emotional

2.B.01—A boy has **opportunities to engage...with teaching staff who are attentive and responsive to** him.

When Ms. Wignall sees one of the boys in her class playing at the water table, she asks him what he notices when he pours water into a funnel. She stays engaged with him as she helps him discover what happens to the water when it’s poured into the funnel.

Curriculum Content Areas for Cognitive Development: Science

2.G.02—A boy is **provided...opportunities and materials to learn key content and principles of science such as...structure and property of matter...**

A boy playing at the water table in Ms. Wignall’s class has an opportunity to discover the properties of water; how it flows through a funnel and how it can be contained in a cup.

Curriculum Content Areas for Cognitive Development: Science

2.G.06—A boy is **provided...opportunities and materials that encourages** him **to think, question, and reason about observed...phenomena.**

With the guidance of his teacher, a boy has the opportunity to think and reason about how water behaves as he pours it into a funnel.

**Bold** text is taken directly from the standards
Weather Graph

Standards in this video

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Curriculum: Essential Characteristics

2.A.10— **The curriculum guides...Ms. Fisher...to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...mathematics...and...science...**

Ms. Fisher uses part of the classroom routine, checking the weather, to build science awareness and math skills. The children use a weather graph to determine what type of weather has been the most frequent in the month. They discuss which lines are longest and shortest according to the weather patterns for the month thus far.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.05— Children in Ms. Fisher’s class are provided varied opportunities and materials to help them understand the concept of measurement by using standard and non-standard units of measurement.

The graph detailing the month’s weather that Ms. Fisher is holding provides an opportunity for children to experience reading a graph. They get a visual representation of the frequency of different weather patterns (warm day, snowy day, windy day) by looking at the bar graph the class made.

**Bold** text is taken directly from the standards
(Weather Graph continued)

Curriculum Content Areas for Cognitive Development: Science

2.G.02— The children in Ms. Fisher’s class **are provided varied opportunities and materials to learn key content and principles of science such as: Earth and sky...seasons, and weather...**

The weather graph in Ms. Fisher’s class allows children to learn about the ever changing weather patterns. She observes that most of the days in November have been windy, but there have also been warm days and snowy days. The children can see the patterns most prevalent by the length of the lines on the graph.
What Could You Say? (0:48)

Areas of Development: Social-Emotional

2.B.01— In Ms. Huinker’s classroom, **children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Huinker wants to help Nathan and Jillian clarify a conflict they are having. She encourages Nathan to use his words to tell Jillian what his needs are. She then asks Jillian if she thinks she can comply with Nathan’s request, which she does.

Creating Caring Communities for Learning

3.B.05— Ms. Huinker **helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.**

Ms. Huinker encourages Nathan to use words to help resolve a conflict he is having with Jillian. When Nathan asks Jillian to “please stop,” Ms. Huinker explains to Nathan that Jillian may not know what she’s doing that is upsetting him, so she prompts Nathan to tell Jillian what he would like her to stop doing.

**Bold** text is taken directly from the standards
Creating Caring Communities for Learning

3.B.06— Ms. Huinker **manages behavior and implements classroom rules and expectations in a manner that is consistent and predictable.**

Ms. Huinker expects children in her classroom to work towards resolving conflicts by talking through the problem. When Nathan is upset with Jillian, Ms. Huinker encourages him to tell Jillian what he needs from her. When Nathan tells Jillian in a clear way what he would like from her, Ms. Huinker checks to see if the resolution is acceptable to Jillian as well as Nathan.
What Will Happen to the Egg? (3:37)

Curriculum: Essential Characteristics

2.A.08— **Materials and equipment used to implement the curriculum:** encourage exploration, experimentation, and discovery...and... promote action and interaction...

Ms. Katter sets up an experiment to encourage discovery about the physical structure of eggs. She asks the children to explore the boxes in front of them to gain a sense of the properties of the materials in the boxes. After recording the children’s predictions, the teacher instructs the children to drop their eggs into their respective boxes and observe the results.

Curriculum Content Areas for Cognitive Development: Science

2.G.06— Children in Ms. Katter’s class are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

During an experiment with eggs, Ms. Katter asks the children in the small group to predict what will happen when they drop an egg into a box. Each box contains a different material. She also asks them to explain their prediction. After dropping the eggs, she asks them what they observed.

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.07— Ms. Katter uses her knowledge of content to pose problems and ask questions that stimulate children’s thinking.

Ms. Katter chooses an experiment involving eggs that forms the foundation for later studies in physics. She asks the children to predict the results of dropping eggs on various surfaces and asks them to explain their answer.
**What Sounds Do You Hear?**  
(2:32)

### Standards in this video

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Click the title above to see the HSCOF standards for this video.

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### Areas of Development: Language Development

2.D.04— Children in Ms. Schuhmacher’s class have varied opportunities to develop vocabulary through conversations and experiences...

The children are actively engaged in a conversation with Ms. Schuhmacher. Through this conversation, they become familiar with the word “vibrations” and have opportunities to use the word in the course of the conversation.

### Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.03— Children in Ms. Schuhmacher’s class have opportunities to become familiar with print and they are actively involved in making sense of print...

Print is used to describe some... routines... Ms. Schuhmacher helps children recognize print and connect it to spoken words.

The children in Ms. Schuhmacher’s class work together to spell the words “Friday”, “letter” and “vibrations”. Reading from left to right is modeled during this experience. Ms. Schuhmacher uses this time to tell the children, through the words printed on the white board, that they will be making vibrations later in the day.

*Bold* text is taken directly from the standards
(What Sounds Do You Hear? continued)

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.05—Children in Ms. Schuhmacher’s class are provided multiple and varied opportunities to develop phonological awareness... They are encouraged to play with the sounds of language, including... phonemes... and are helped to name... letters and say the sounds they represent.

Ms. Schuhmacher asks the children to “stretch” words in order to help them identify the sounds that make up the words. The process helps the children focus on the sounds that individual letters make.
Where’s the Fire? (1:48)

Areas of Development: Language Development

2.D.04—A boy has **opportunities to develop vocabulary through conversations**...

A boy talks with a classroom associate about a chart showing houses where people in the class live. The houses are numbered and the associate is talking with the boy about which houses are safe and which houses are not safe depending on if the houses are on fire or not.

Curriculum Content Areas for Cognitive Development: Creative Expression and Appreciation for the Arts

2.J.06—Children in Ms. Hand’s class are provided many and varied open-ended opportunities and materials to express themselves creatively through...drama...

A girl takes on the role of an emergency dispatcher as she sits at a desk, wearing a firefighter’s helmet, talking on a phone and writing in a notebook. She warns a classroom associate of a fire at house number 10. The associate relays that information to a boy she’s been talking to and asks if he has his fire gear ready.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.04—The children in Ms. Hand’s class are provided opportunities and materials to explore social roles in the family and workplace through play.

Firefighter equipment in the dramatic play center gives children the opportunity to explore the roles of emergency workers such as firefighters and emergency dispatchers.
**Which One is Missing?**

(2:40)

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Curriculum: Essential Characteristics

2.A.08— *Materials and equipment used to implement the curriculum: reflect the lives of the children and families...and... promote...interaction;*

A student teacher, Jennifer, introduces Ms. Schaefer’s class to a memory game. The game involves one person closing their eyes while the other hides one of five farm animals, then waits for the other person to guess which animal is missing.

Curriculum: Essential Characteristics

2.A.10— *The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of content including...science...and social studies.*

The “Which One is Missing?” game encourages children to use the process of elimination to determine which of the farm animals has been taken from the tray.

Curriculum Content Areas for Cognitive Development: Science

2.G.06— *Children in Ms. Schaefer’s class are provided varied opportunities and materials that encourage them to think, question, and reason...*

When children play “Which One is Missing?” they have opportunities to form mental before and after pictures in order to determine which animal is missing from the tray.

**Bold** text is taken directly from the standards
## Head Start Program Performance Standards

**By Video Title**

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<td>Children work together to solve a problem.</td>
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<td>Girls work together to build a structure.</td>
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<td>(0:39)</td>
<td>Kyla is welcomed into a group during center time.</td>
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<td>An accident holds lessons about responsibility and problem solving.</td>
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<td>Ms. Wignall demonstrates sorting and working together during cleanup time.</td>
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<td>A boy independently creates a pattern.</td>
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<td>Observation and analysis lead to discovery of an unfamiliar shape.</td>
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<td>(2:01)</td>
<td>Isaiah and Ava explore water as well as peer relationships.</td>
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<td>Gas Station</td>
<td>(1:17)</td>
<td>Number awareness and dramatic play during outdoor large motor time.</td>
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<td>Children make a graph to indicate preferred activities.</td>
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<td>(1:03)</td>
<td>Playing in the gym provides physical, social and safety experiences.</td>
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<td>Guess the Tool</td>
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<td>Children utilize hearing to determine which tools are hidden under a box.</td>
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<td>How Do They Fit?</td>
<td>(0:52)</td>
<td>Problem solving and math skills develop during an activity.</td>
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<td>How Many Are Here Today?</td>
<td>(1:52)</td>
<td>Counting in Ms. Romig’s class provides rich learning opportunities.</td>
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<td>How to Draw Money</td>
<td>(2:56)</td>
<td>Imagination and concept development are fostered in an art project.</td>
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<td>Humpty Dumpty</td>
<td>(2:11)</td>
<td>A group reading activity centers on a familiar nursery rhyme.</td>
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<td>I Can Do This by Myself</td>
<td>(5:11)</td>
<td>Persistence pays off for a boy putting a puzzle together.</td>
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<td>I Can Read!</td>
<td>(6:37)</td>
<td>Sam has early reading experiences with a familiar book.</td>
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<td>Let’s Share a Book</td>
<td>(2:40)</td>
<td>A comfortable reading and singing experience inspired by a favorite book.</td>
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<td>I Like You! I Like You!</td>
<td>(3:34)</td>
<td>Emerging sound representation skills develop during an expression of friendship.</td>
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<td>I Love Science!</td>
<td>(1:50)</td>
<td>Emma explores different aspects of science by uncovering bones as a paleontologist would and through water play.</td>
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<td>I Want to Play</td>
<td>(3:41)</td>
<td>A teacher provides guidance in expressing desires through words.</td>
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<td>If I Say Please</td>
<td>(2:48)</td>
<td>Conflict resolution is a simple matter in Ms. Schuhmacher’s class.</td>
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<td>If You See a Snake</td>
<td>(1:21)</td>
<td>Stories about encounters with snakes facilitate interpersonal relationship development.</td>
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<td>Early writing and peer relationships develop while planting seeds.</td>
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<td>(4:08)</td>
<td>Explorations in geometry transfer to everyday life.</td>
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<td>Look What We Have Made</td>
<td>(3:11)</td>
<td>A classroom book of building projects lays the foundation for a new creation.</td>
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<td>Making a Telescope</td>
<td>(3:15)</td>
<td>A girl seeks help with a challenging project.</td>
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<tr>
<td>Measuring with Pumpkins</td>
<td>(2:18)</td>
<td>Explorations in using non-standard methods of measurement.</td>
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<td>(1:31)</td>
<td>Ms. Romig’s job chart outlines children’s responsibilities for the day.</td>
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<td>Morning Message</td>
<td>(1:48)</td>
<td>Literacy skills develop when children help Ms. Kimpston write a sentence.</td>
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<td>My Machine</td>
<td>(0:49)</td>
<td>Creativity with blocks leads to positive caregiver/child interactions.</td>
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<tr>
<td>Name Cards</td>
<td>(1:48)</td>
<td>Name recognition and early math skills are promoted during a transition.</td>
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<td>Name Cards 2</td>
<td>(0:32)</td>
<td>Letter sounds are emphasized connected to first names.</td>
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<td>A boy’s interest in making paper airplanes turns into a community awareness and math experience.</td>
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<td>A card game builds social and math skills.</td>
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<td>Playing a Memory Game</td>
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<td>Children take turns while playing a game.</td>
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<td>Children explore pattern blocks and frames.</td>
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<tr>
<td>Pretend Play Firefighter</td>
<td>(2:57)</td>
<td>Boys engaged in dramatic play create and change the story as they play.</td>
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<tr>
<td>Pretend Play with Blocks</td>
<td>(1:09)</td>
<td>Dramatic play with blocks provides opportunities for conflict resolution.</td>
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<tr>
<td>Pumpkin Exploration</td>
<td>(3:19)</td>
<td>Pumpkins prove to be very engaging for discovery learning.</td>
</tr>
<tr>
<td>Purposeful Writing</td>
<td>(0:35)</td>
<td>A girl writes her name on her artwork.</td>
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<tr>
<td>Reading a Class-Made Book</td>
<td>(2:14)</td>
<td>Remembering a field trip has social-emotional benefits.</td>
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<td>Reasons to Write</td>
<td>(1:38)</td>
<td>Owen’s teacher helps him write a “save” sign for his ramps.</td>
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<td>Rectangle</td>
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<td>A problem solving experience is provided during a math activity.</td>
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<tr>
<td>Sand Exploration</td>
<td>(3:03)</td>
<td>Properties of matter are explored at the sand table.</td>
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<td>Sand Play</td>
<td>(0:51)</td>
<td>The sand table provides an opportunity for discovery and reasoning.</td>
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<td>Setting Up the Environment</td>
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<td>Classroom set up is conducive to cooperative peer interactions.</td>
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<td>Sewing Cards and Puzzles</td>
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<td>Children develop fine motor skills through play with sewing cards and puzzles.</td>
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<td>Signing In</td>
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<td>Name recognition and writing skills emerge during a morning routine.</td>
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<td>Snack Helper</td>
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<td>Children work within their classroom community for the benefit of the class.</td>
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<td>Spatial Relationships</td>
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<td>Children play with pattern blocks.</td>
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<td>Stacking Blocks</td>
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<td>Geometry and pattern recognition emerge during play with blocks.</td>
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<td>Storytelling</td>
<td>(2:58)</td>
<td>Ms. Harmon teaches children how to tell stories they create.</td>
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<td>Taking Turns</td>
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<td>Boys get a lesson in fairness and turn taking.</td>
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<td>Teacher Talk</td>
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<td>Letter recognition and positive caregiver interactions occur while sewing letter cards.</td>
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<td>An associate helps Kaylie learn to cut her own pancakes.</td>
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<td>The Before and After Game</td>
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<td>The King’s Puppy</td>
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<td>Block construction and imaginative play lead to a shape recognition activity.</td>
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<td>They Are the Same</td>
<td>(0:25)</td>
<td>Vocabulary development and one-to-one correspondence are promoted during a geometry activity.</td>
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<td>Three Beds and Four People</td>
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<td>Math and fairness present problem solving opportunities.</td>
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<td>Transition Time</td>
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<td>Lining up from group time incorporates clothing awareness and number recognition.</td>
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<td><strong>Activity</strong></td>
<td><strong>Duration</strong></td>
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<tr>
<td>Using a Microscope</td>
<td>(1:48)</td>
<td>Tjaden’s curiosity for observing insects is fulfilled with a microscope.</td>
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<td>Using Descriptive Language</td>
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<td>A tactile and fine motor experience elicits many descriptions about the experience.</td>
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<td>Washing Hands</td>
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<td>Children practicing healthy habits.</td>
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<td>Water Table—Full Cup</td>
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<td>Brenton explores the nature of water.</td>
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<td>Water Table—Funnel</td>
<td>(2:27)</td>
<td>Ms. Wignall helps a child explore the nature of water.</td>
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<td>Weather Graph</td>
<td>(1:41)</td>
<td>A lesson in comparison related to the weather in November.</td>
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<td>What Could You Say?</td>
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<td>A conflict between friends resolved with words.</td>
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<td>What Sounds Do You Hear?</td>
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<td>Phonological awareness develops during group time.</td>
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<td>Where’s the Fire?</td>
<td>(1:43)</td>
<td>Dramatic play centered on firefighters.</td>
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<td>Which One is Missing?</td>
<td>(2:35)</td>
<td>A game that builds memory and reasoning skills.</td>
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**Brushing Teeth**

(1:34)

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1304.21 (a)(1)(iv) – Ms. Nitchais-Reierson has a **balanced daily routine of child initiated and adult directed activities**.

As part of their daily routine, children in Ms. Nitchais-Reierson’s class brush their teeth, following Ms. Nitchais-Reierson’s lead.

1304.21 (a)(5)(ii) – Ms. Nitchais-Reierson provides appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s developmental level through the routine of brushing teeth.

Children brushing their teeth in Ms. Nitchais-Reierson’s class develop fine motor skills while they are learning an essential self-care routine.

1304.23 (b)(3) - Ms. Nitchais-Reierson’s class practices **effective dental hygiene among children in conjunction with meals**.

Following snack time, Ms. Nitchais-Reierson leads the children in tooth brushing. She mentions that they need to “get all the sugar bugs out” and at the end of the routine she talks about getting germs out by brushing their tongues.

**Bold** text is taken directly from the standards.
Building a Support

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1304.21(a)(3)(i)(C) - Ms. Hansen encourages self control by setting clear, consistent limits, and having realistic expectations.

Several children in Ms. Hansen’s class work together on a structure using No-Ends without conflict over sharing of space and materials. This demonstrates that the children know what is expected of them during free play and can work productively on a joint project within Ms. Hansen’s expectations for behavior.

1304. 21(a)(4)(i) – Ms. Hansen supports each child’s learning, using various strategies including...observation, play and exploration.

One of the boys constructing with No-Ends in Ms. Hansen’s class realizes that the structure needs something to support one wall. Ms. Hansen encourages the children to figure out what the wall needs to be supported. Savannah figures out a way to support the wall so it will not fall over.

1304.21 (c)(1)(iv) - Ms. Hansen’s classroom environment helps children develop emotional security and facility in social relationships.

Ms. Hansen helps a group of children who are constructing with No-Ends. She holds a wall that is in danger of falling over while the children figure out a way to support the wall. When Savannah begins to work on the support, Ms. Hansen encourages her and congratulates Savannah when she completes the support structure.
Building Together

(3:34)

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1304.21(a)(5)(ii) - Ms. Hansen provides appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s developmental level.

Two girls build a structure with No-Ends building materials. At times, the process involves disassembling part of the structure to use the pieces elsewhere. The task of taking apart and putting together the pieces requires careful work and coordination, thereby promoting fine motor development.

1304.21(c)(1)(v) - Center time that encourages children to play in small groups enhances children’s understanding of self as an individual and as a member of a group.

The children in Ms. Hansen’s class are provided materials that encourage them to share and play with each other. These girls are working jointly on a common structure where they have individual ideas about what they want to do but also work as part of a group.

Bold text is taken directly from the standards
Can I Play?

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1304.21(c)(1)(i) - Ms. Hand’s classroom **enhances each child’s understanding of self as an individual and as a member of a group.**

Several children are gathered around a pumpkin hammering golf tees into it. When Kyla wants to join the group, the children welcome her and provide her with the materials she needs to participate in the activity.

1304.21(c)(1)(iv) - Ms. Hand’s classroom is a nurturing environment that allows children to **develop emotional security and facility in social relationships.**

The children hammering golf tees into a pumpkin have a conversation with the classroom associate, demonstrating that the children feel comfortable with this adult in their classroom. When Kyla wants to join the group, she freely asks if she can play and the children accept her. One girl gives Kyla a hammer while the associate gives Kyla some golf tees so that she can fully participate in the activity.


Clean Up Time

1304.21(a)(3)(ii) - Ms. Wignall predicted that the children would need extra support during clean up time, so she participated in this routine and transition so that it occurred in a timely, predictable and unrushed manner according to the children’s needs.

The children in Ms. Wignall’s classroom were able to help clean up the dramatic play area during this transitional time period. They work to put the boxed food where it belongs on a shelf and toy canned foods on the counter. In one basket they put all of the toy fruit and in another basket they put all of the toy vegetables.

1304.21(c)(1)(vi) - Ms. Wignall provides each child with an opportunity for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning during clean up time of the dramatic play area.

During cleanup time, Ms. Wignall takes the opportunity to demonstrate sorting according to type of food; fruit or vegetable. She guides children in cleaning up the grocery store center and uses two baskets to sort the fruit toys and the vegetable toys. Children use shape, size and color to classify the toys as either “fruit” or “vegetable”.

**Bold** text is taken directly from the standards


**Cleaning Up Spilled Milk**

(1:39)

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1304.21 (a)(3)(i)(B) – Ms. Schaefer fosters independence by encouraging self-help skills.

When Kyler spills milk on the table at breakfast, Ms. Schaefer encourages him to help clean up the spill. She hands him a towel and encourages him to “take care of it.” Ms. Schaefer helps Kyler think about where he can find another napkin when he discovers his has been soaked with milk.

1304.23 (c)(4) – Adults and children in Ms. Schaefer’s class eat together family style and share the same menu to the extent possible.

Ms. Schaefer sits with the children at breakfast and facilitates passing food and drink around the table so that everyone can serve themselves.

**Bold** text is taken directly from the standards
Creating Patterns

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1304.21(a)(5)(ii) - Ms. Carlat provides appropriate time, space, equipment and materials for the development of fine motor skills according to the child’s developmental level.

A boy in Ms. Carlat’s class uses his fingers to manipulate a grid and small pegs to create a pattern of his own choosing.

1304.21 (c)(1)(ii) – During center time, Ms. Carlat provides for the development of cognitive skills by encouraging each child to organize his or her experiences,...and to develop age appropriate...reasoning, problem solving and decision making skills....

As a boy develops his grid pattern, he takes the time to analyze the pattern on one part of the grid, then counts spaces and decides if he needs a red peg or an orange peg to continue the pattern.

**Bold** text is taken directly from the standards
Exploring 3D Shapes

(1:59)

1304.21(a)(1)(iv) – Ms. Carlat provides a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.

Ms. Carlat conducts a small group lesson during which the children are talking about different three-dimensional shapes. During this time, other groups of children are working with other adults in the room in their own small groups.

1304.21(a)(4)(iii) – During a small group lesson, Ms. Carlat promotes interaction and language use among children and between children and adults.

When Ms. Carlat introduces a triangular shape, one child states that it’s a pyramid. The children begin to describe the similarities and differences between the triangular shape and a pyramid. After some discussion, the children determine the triangular shape is a prism.

1304.21(a)(4)(iv) – Ms. Carlat provides experiences that are developmentally and linguistically appropriate....

Ms. Carlat presents various three-dimensional shapes to the children for them to explore. She uses the correct geometric name for each shape and has the children talk about their observations of two similar shapes.
Exploring Water (2:01)

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1304.21(c)(1)(ii) - The classroom environment provides for the development of cognitive skills by encouraging Isaiah and Ava to organize experiences to understand concepts, and to develop age appropriate reasoning, problem solving and decision making skills which form a foundation for school readiness and later school success.

Water is very intriguing for children. Isaiah learns about the properties of water as well as the properties of gravity as he moves water from one container to another. He uses the baster to squirt water into one cup, then draws it back into the baster and squirts it into a different cup and exclaims, “It went down THAT hole!”

1304.21(c)(1)(iv) – The atmosphere fostered in this classroom ensures that the program environment helps children develop emotional security and facility in social relationships.

Isaiah sees that Ava is having difficulty drawing water into the baster and he takes turns with her in order to describe what he is doing to draw the water into the baster. When Ava is not completely successful in using the baster, Isaiah offers to demonstrate its use again and then asks Ava if she “gets it”.

1304.21(c)(1)(vi) - Isaiah shows Ava how to use the baster, which develops feelings of competence, self-esteem and created a positive attitude toward learning.

Isaiah is sharing the knowledge that he has gained by experimenting with the baster with his classmate Ava. He provides her with clear one-step directions and demonstrates his mastery of the tool.

**Bold** text is taken directly from the standards
Gas Station

1304.21(a)(4)(iv) - The associate supports emerging...numeracy development through materials and activities according to the developmental level of each child by encouraging the children to count with her as she turns the crank on a toy gas pump.

A girl pulls her car into a gas station being staffed by a classroom associate. When the associate asks the girl how many dollars worth of gas she wants, the girl replies, “Fifteen, sixteen, seventeen!” The associate asks the girl to count with her and as the associate turns a crank on the toy gas pump, they count each turn of the crank (which rings a bell).

A boy comes to the gas station next and says he wants ten dollars of gas. The associate repeats the same procedure and encourages the boy to count with her as she turns the crank.

1304.21(a)(5)(i) - The associate promotes each child’s physical development by providing sufficient time,...outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.

Ms. Hand has provided opportunities for the children in her classroom to engage in active play by reserving a time in the daily schedule for gross motor activities.

1304.21(c)(1)(vii) - The associate plays the role of gas station attendant providing individual and small group experiences both indoors and outdoors.

This associate teacher engages with individual children in a dramatic play scenario as she offers to fill up the children’s vehicles with gas.

Bold text is taken directly from the standards
Graphing with Blocks

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1304.21(a)(1)(i) - Ms. Carlat is **developmentally and linguistically appropriate**, recognizing that children have individual rates of development as well as individual interests, temperaments, cultural backgrounds, and learning styles by allowing children wait time and time to analyze the graph.

The children in Ms. Carlat’s class have placed their blocks on a graph to indicate their preferred activity to do with a friend. Ms. Carlat asks the children to think about how they can tell which activity is the most preferred by looking at the graph.

1304.21(a)(4)(iii) - Ms. Carlat **promotes interaction and language use among children and between children and adults.**

Ms. Carlat asks many questions during this group time to give the children opportunities to share what they notice about the graph they are making as a class.

1304.21(a)(4)(iv) - Ms. Carlat **supports emerging literacy and numeracy development through materials and activities according to developmental level of...** the children by having each child use a block to graph his or her favorite thing to do with a friend.

When the children in Ms. Carlat’s class finish voting for which of four activities is their favorite, Ms. Carlat asks different children to count the number of blocks (used for voting) corresponding to each activity. Then Ms. Carlat asks another child to write the number of blocks in each row. Ms. Carlat engages the children in making comparisons and data analysis when she asks children what the class likes to do the most, and which two activities the class likes the least.

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**Gross Motor Supervision and Interaction**

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**Other Standards to Consider**

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1304.21(a)(3)(i)(C) - Ms. Romig **encourages self-control by setting clear, consistent limits, and having realistic expectations** as she reminds children of various safety rules while playing in the gym and asks the children to remind their friends of the safety rules as well.

Ms. Romig has a conversation with three boys playing with a wagon. She reminds the boy pulling the wagon of his responsibility to make sure the children in the wagon are sitting down so they are safe. This conversation also reminds the boys riding in the wagon of their responsibility to remain seated while riding to ensure their safety.

1304.21(a)(4)(iii) – Ms. Romig **promotes interaction and language use among children and between children and adults** as she engages in conversations with the children during their gross motor play.

While Ms. Romig plays with the children during their gross motor activities, she also has conversations with the children. She encourages children to play together and talk to each other. Interaction is also promoted in the materials available to the children. Some trikes are designed for two children and toys like the wagon and the comet balls provide opportunities for children to interact with each other.

1304.21(a)(5)(i) - Ms. Romig **promotes children’s physical development by providing sufficient time, indoor...space, equipment, materials and adult guidance for active play and movement that supports the development of gross motor skills.**

**Bold** text is taken directly from the standards
(Gross Motor Supervision and Interaction Continued)

Children in Ms. Romig’s class have variety of activities to choose from that develop strength, endurance and flexibility. Children ride trikes, throw and catch balls and pull a wagon with other children riding inside.
Guess the Tool

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1304.21(a)(1)(iv) – The curriculum guides Ms. Fisher to **provide a balanced daily program of child-initiated and adult-directed activities**....

During this teacher-led large group activity, Ms. Fisher has hidden several power tools under a box. She tells the children in her large group that they will only be able to use their sense of hearing to get clues as to what tool is making a sound under the box. The children share their ideas of which tools make which sounds.

1304.21(a)(4)(i) - Ms. Fisher **supports each child’s learning, using various strategies including...inquiry and observation**....

During Ms. Fisher’s “Guess The Tool” activity, the children in her class use their sense of hearing to decide what power tools might be under the box. Several children make predictions as to what they think might be under the box.

1304.21(c)(1)(ii) – Ms. Fisher **provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate...reasoning, problem solving and decision making skills**... by asking the children to think about their prior knowledge of their study of community helpers to identify tools. The children had to listen carefully to the sound of the tool.

Ms. Fisher asks the children in her class to reflect on conversations they had in a previous lesson. During a unit on community helpers, the class talked about tools that different people use in their jobs. They discussed that a potato masher might be used by a cook and a comb might be used by a barber. As they discuss tools that need to be plugged in to work, Ms. Fisher asks the children to think about who might use those tools.

**Bold** text is taken directly from the standards.
How Can You Solve That?

1304.21(a)(4)(iii) - Ms. Hoffman **promotes interaction and language use among children and between children and adults** to help them solve everyday classroom problems.

Ms. Hoffman engages in conversations with several children in her class at different times to help them think about ways they can solve their problems. She uses questions to encourage the children to brainstorm ideas and communicate those ideas to her and other classmates.

1304.21(c)(1)(ii) – Ms. Hoffman **provides for the development of cognitive skills by encouraging each child to organize his or her experiences...and to develop age appropriate...problem solving and decision making skills which form a foundation for school readiness and later school success** by asking the children questions that lead them to a solution.

Ms. Hoffman supports the decision of several boys to clean the Lego container in their classroom. She invites them to think about what they will need to complete the self-assigned task and guides them in their decision making.

1304.21(c)(1)(vi) – Ms. Hoffman **provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning** by encouraging children to take ownership in problem solving and in the classroom.

Ms. Hoffman encourages the children in her classroom to take ownership and responsibility for themselves and the classroom environment. She asks children questions to help guide them to appropriate solutions of problems such as Emma’s sock falling down and a dirty Lego container.

Bold text is taken directly from the standards
How Do They Fit? (0:57)

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1304.21(a)(1)(iv) – Ms. Nitchais-Reierson provides a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.

The children in Ms. Nitchais-Reierson’s class are divided into small groups to work on a math activity. She directs the activity by providing them with a challenge but each child is free to work independently to come up with his or her own solution.

1304.21(c)(1)(i) - Ms. Nitchais-Reierson supports each child’s individual pattern of development and learning by encouraging Brian to communicate how he glued the paper rectangles onto his square paper.

When Ms. Nitchais-Reierson asks Brian about the pieces of paper he used during their activity, she says, “How many horizontal ones do you have?” as she moves her finger from side to side to indicate what she means by horizontal. Brian asks, “You mean like that?” as he moves his finger side to side in a similar motion. When Ms. Nitchais-Reierson confirms that he understands her question, he begins to count the pieces of paper that are placed horizontally.
How Many Are Here Today?

1304.21(a)(4)(iv) - Ms. Romig supports emerging literacy and numeracy development through materials and activities...such as providing Garrett with a job of counting the number of children at preschool...according to the developmental level of each child.

Garrett counts children in his class by placing his hand on his own chest and counting “1”. He then places his hand on the head of each child as he counts, solidifying the one-to-one correspondence. Garrett then copies the numbers that Ms. Romig writes on the board, signifying the number of children at preschool. Ms. Romig then writes a “2” signifying the number of children absent. Garrett’s attempt to write “2” on the board is acknowledged by Ms. Romig.

1304.21(c)(1)(v) – Ms. Romig enhances each child’s understanding of self as an individual and as a member of a group through a daily attendance routine assigned to a different child each day as a job.

Garrett takes responsibility for doing his job by helping Ms. Romig count the number of children at preschool. He values others in the classroom by noticing who is not at preschool and telling Ms. Romig the names of those children.

Bold text is taken directly from the standards
How Many Now? (2:56)

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1304.21(a)(4)(i) - Ms. Blohm **supports each child’s learning, using various strategies including...inquiry and observation...**by using different teaching modalities.

Ms. Blohm describes the progression of ocean to lake to pond. She encourages children to understand the size comparisons by using arm and hand movements. She models “the great big ocean” by spreading her arms wide and asking the children to show her the same gesture. Ms. Blohm brings her arms closer to her body while showing “the medium sized lake” and the children imitate her actions. Finally she cups her hands close together to describe the “little bitty pond.” She also uses cutout animals to help tell a story. These cutout animals enhance the telling of the story and provide an opportunity for the children to count as more animals are added to the pond.

1304.21(a)(4)(iv) - Ms. Blohm **supports emerging literacy and numeracy development through materials and activities according to the developmental level of each child.**

Ms. Blohm teaches about counting and pattern recognition while reading a story about a pond. The story describes several different animals that live in or near the pond. She shows the children a blue shape on a piece of paper and asks what they think it might be. She then shows the children some additional visual aids of several cutout animals that are described in the story. As Ms. Blohm reads, she places the animal cutouts into the pond to engage the children further in the story and asks the children, “How many now?”. This leads to the children counting the animals with Ms. Blohm.
How to Draw Money

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1304.21(a)(3)(ii) - The caregiver **plans for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child’s needs.**

The teachers cue the children that it is time to clean up by turning the lights off and singing the “Clean Up” song. Another teacher tells Jade that she can put her art work in her cubby and finish it at a later time.

1304.21(a)(4)(ii) - The children are engaged in...**opportunities for creative self-expression through activities such as art, music, movement, and dialogue.**

Jade wants to draw a picture of money, but doesn’t know how to duplicate what her friend Lily is drawing. She asks the classroom associate for help and the associate helps Jade think about how she could draw money. She validates Jade’s choice to color over the picture of a face that she drew, because she does not want the face on her money.
**Humpty Dumpty**

(2:16)

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1304.21(a)(1)(iii) – Ms. Katter provides an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition by accepting a variety of answers to her open-ended questions.

The children in Ms. Katter’s class were able to answer the question, “What do you know about an egg?” She accepts children’s knowledge about Humpty Dumpty and the children’s life experiences with eggs.

1304.21(a)(3)(i)(A) - Ms. Katter encourages development which enhances each child’s strengths by building trust as she asks the children a variety of questions and accepts their answers.

As a prelude to a reading activity, Ms. Katter engages the children in her class in a discussion about eggs. She asks children to tell her what they know about eggs. The children discuss physical properties of eggs as well as what kinds of animals can hatch from eggs.

**Bold** text is taken directly from the standards
I Can Do This by Myself

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1304.21(a)(3)(i)(B) – Ms. Carlat supports social and emotional development by fostering independence.

A boy in Ms. Carlat’s class works independently on a puzzle during center time. This puzzle is challenging for him but he works until he is able to successfully complete the puzzle.

1304.21(a)(5)(ii) – Ms. Carlat provides appropriate time, space, equipment, and materials...for the development of fine motor skills according to each child’s developmental level.

Board puzzles require manipulation that supports fine motor development. These puzzles are available during center time for children to use. A boy in Ms. Carlat’s class uses his fine motor skills as he carefully turns the pieces to put a puzzle together.
I Can Read!

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1304.21(c)(1)(ii) - Ms. Thompson provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision making skills which form a foundation for school readiness and later school success through story reading.

Ms. Thompson reads “The Very Hungry Caterpillar” in such a way that keeps the children engaged in the story. They predict what will happen next in the book and talk about their favorite parts. This is more clearly evident when one child rereads the story independently. He draws from his memory of the repeated readings in the large group setting and uses the illustrations as clues to retell the story.

1304.21(c)(1)(iv) - Sam demonstrates that the program environment helps children develop emotional security and facility in social relationships by running to Ms. Thompson and expressing his great enthusiasm for being able to read the book.

Sam is excited to tell his teachers that he can read “The Very Hungry Caterpillar” by himself. When Ms. Thompson asks Sam to read the book to her, he eagerly sits beside her and begins to read.

1304.21(c)(1)(vi) - Ms. Thompson provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.

Sam’s enjoyment of “The Very Hungry Caterpillar” is revealed when he chooses to read the book several days after Ms. Thompson reads it to his class. When he finishes the book, he exclaims “I can read!” and rushes to find his teachers to share the excitement of his discovery.

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1304.21(a)(4)(iii) – Paige is taking advantage of an **opportunity for creative self-expression through activities such as art...and dialogue.**

Paige uses a pencil and paper to write a note and draw a picture for her friend Ava. Her creation is an expression of her friendship with Ava. The picture that Paige draws shows Ava standing with Paige and the two are holding hands. Paige writes the phrase “I like you!” on the picture.

1304.21(a)(4)(iv) - Ms. Nitchais-Reierson **supports emerging literacy...development through materials and activities according to the developmental level of each child** by encouraging Paige to sound out the words she wants to write and write the letters that correspond to those sounds.

Paige easily finds the materials she wants in the writing center to create a special note for her friend Ava. Ms. Nitchais-Reierson helps Paige spell the words she wants to use by encouraging her to identify the sounds she hears in the words. Even when this potentially results in an incorrect spelling, Ms. Nitchais-Reierson chooses to have Paige focus on the sounds she hears rather than correcting her.

1304.21(c)(2) - Ms. Nitchais-Reierson uses **a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessment of each child.**
(I Like You! I Like You! Continued)

Ms. Nitchais-Reierson observes Paige at work as she draws a picture for her friend and talks about the message she wants to share with Ava. Ms. Nitchais-Reierson helps Paige to remain engaged until her writing and drawing is complete by giving her the individual support she needs to finish. This enables Paige to practice representing sounds in words and provides the teacher with information about her student’s phonemic awareness.
**I Love Science**

(1:50)

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1304.21(a)(4)(i) - Ms. Bromwich supports each child’s learning, using various strategies, including experimentation, inquiry, observation, play and exploration by providing the children in her class with opportunities to explore different science centers/activities.

The paleontology unit lasts approximately two months, with explorations about what paleontologists do and how they do their work. During center time Emma chooses to search for bones as a paleontologist would. In another science activity available during center time, Emma also discovers that some objects float in water and some objects sink.

1304.21(c)(1)(iv) – Ms. Bromwich provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.

Emma is utilizing a science activity set up by the teacher to look for bones. When she discovers a new bone she declares that she “is for sure a paleontologist now.” She shows her preference for certain activities by enthusiastically stating, “I love science!” Ms. Bromwich matches her enthusiasm for her finding by sharing it with other students.
I Want to Play

1304.21(a)(3)(i)(D) – Ms. Schaefer encourages respect for the feelings and rights of others.

Tjaden wants to play a game that Kaylee has. He expresses this by following Kaylee and trying to take pieces used to play the game. Ms. Schaefer observes that Kaylee appears uncomfortable with Tjaden’s behavior and helps Kaylee tell Tjaden that she does not like what he is doing. Ms. Schaefer then asks if Tjaden would like to wait for a turn or get another set of materials to play the game.

1304.21(a)(5)(iii) - Ms. Schaefer provides an appropriate environment and adult guidance for the participation of children with special needs by helping a child who needs support with how to enter into play with other children.

Tjaden is showing interest in playing a game with two girls, but does not know how to express what he wants. Kaylee does not like the manner in which he is trying to engage her in play. Ms. Schaefer is able to facilitate communication through modeling and guidance. When Tjaden expresses that he would like another set of materials to play a game that Kaylee has, Ms. Schaefer encourages Tjaden to find animals to play the game and she finds a tray for them to use.
If I Say Please

(2:53)

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1304.21(a)(1)(iii) - Isaiah and Cody have been provided an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition as the boys work cooperatively with Ms. Schuhmacher to solve their conflict over a toy.

When Isaiah and Cody realize they cannot agree who will play with a particular toy, Ms. Schuhmacher guides them to discuss their feelings. Each boy states the way he views the conflict, and Ms. Schuhmacher facilitates the discussion they have that leads to a mutually agreeable solution. The boys decide to use a strategy that one had learned at his home.

1304.21(c)(1)(iv) - Ms. Schuhmacher is ensures that the program environment helps children develop emotional security and facility in social relationships by having the boys sit down and talk through their conflict.

Isaiah and Cody work together with Ms. Schuhmacher to resolve their disagreement over a toy. The boys express their needs in the situation, and tell each other what they would like in order to resolve the disagreement. Once they both agree on a solution, the boys continue to play with each other and the toy that was in dispute. They take turns and figure out a way they can both play with the toy.
If You See a Snake

1304.21(a)(4)(ii) - The children are provided **opportunities for creative self-expression through activities such as...dialogue.**

Ava and Paige describe encounters with snakes and how the people reacted during those encounters. The girls share their thoughts with Ms. Nitchais-Reierson about those experiences. Ava even gives Ms. Nitchais-Reierson direction about what she should do if she sees a snake again.

1304.21(a)(4)(iii) - Ms. Nitchais-Reierson **promotes interaction and language use among children and between children and adults** by visiting with the children during center time.

Ava and her friend Paige talk with Ms. Nitchais-Reierson about experiences their friends and families have had when encountering snakes. By engaging in the conversation with Ms. Nitchais-Reierson, Ava and Paige have the opportunity to practice conversation skills as well as learn from the stories they share.
Labeling Seeds

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1304.21(c)(1)(ii) - Ms. Gehrke provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision making skills which form a foundation for school readiness and later school success.

Ms Gehrke individualizes her teaching approach with each child. She helps them think outside of the classroom by asking them to remember past experiences and draw on prior knowledge. Ms. Gehrke uses the experiences the children had from previous projects to extend their learning into the area of how plants grow. She embeds literacy development into these activities by giving the children a purpose for reading, writing, and communicating with each other. The set up of the center allows for cooperative learning and facilitates peer interaction.

1304.21(c)(1)(vii) - Children in Ms. Gehrke’s classroom are provided individual and small group experiences both indoors and outdoors as they study the growth of seeds in their classroom.

This planting project is an extension of a previous project about compost and earthworms. The children spent time prior to planting seeds in this soil observing earthworms in the dirt and learning about what compost is, how it is created, and its purpose for plants. The children are given opportunities during center time to work individually or in a small group to plant their seeds and observe the changes in their plants over time.

**Bold** text is taken directly from the standards
Let's Share a Book

(2:55)

Standards in this video

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1304.21(a)(4)(iv) – A classroom associate supports emerging literacy...development through materials and activities according to the developmental level of each child.

A girl chooses a favorite book to read with a classroom associate. The girl is quite interested in who made the illustrations for the book. The associate explains more than once who wrote the words and who drew the illustrations. The rhyming words in "Brown Bear, Brown Bear" are easily sung by the girl and associate.

1304.21(c)(1)(iv) – A classroom associate ensures that the program environment helps children develop emotional security and facility in social relationships as she reads one-on-one with a child.

A girl asks a classroom associate to read a favorite book with her. The girl then brings the book to the associate, climbs into her lap and they begin to read the book together and look at class-made characters from the book displayed on a nearby wall.

**Bold** text is taken directly from the standards
Look What We Have Made

Standards in this video

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1304.21(a)(5)(iii) – The children in Ms. Romig’s class are provided an appropriate environment and adult guidance for the participation of children with special needs through the use of a class-made book made available to the children.

The book “Look What We Have Made” encourages and fosters children’s independence. The book contains photographs of the children’s block structures and is placed in the block center for children’s reference. The accessibility of the book offers ideas for students who may not know what to build. They have the option to try to replicate past building structures or to try to improve upon past designs. Students are also encouraged to make new structures as well.

1304.21(c)(1)(vi) – The teachers in Ms. Romig’s class provide each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.

The book, "Look What We Have Made" is a compilation of photographs and descriptions of different structures children in the class constructed with cardboard blocks. By documenting the children’s work in this way, it places value on the children’s efforts and gives them a sense of pride in their accomplishments. The book is available during center time for children’s inspiration in constructing their own structures.

**Bold** text is taken directly from the standards
Looking at Shapes

(4:13)

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<tr>
<td>1304.21(a)(3)(i)(C) - Ms. Carlat has supports social and emotional development by</td>
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<td>2.9</td>
<td>2.A.10</td>
<td>1304.21(a)(3)(i)(C)</td>
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<td>encouraging self-control by setting clear, consistent limits and having realistic</td>
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<td>expectations during a small group experience.</td>
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<tr>
<td>Ms. Carlat conducts a small group lesson during which she shares a book entitled</td>
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<td>2.26</td>
<td>2.F.06</td>
<td>1304.21(c)(1)(ii)</td>
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<td>“Solid Shapes”. At various points during the lesson, Ms. Carlat gives gentle</td>
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<td>reminders to children about rules and expectations for behavior during small group</td>
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<td>lessons. The children comply without complaint or escalation and the lesson</td>
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<td>proceeds smoothly with little or no interruptions.</td>
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<td>1304.21(c)(1)(ii) – Ms. Carlat provides for the development of cognitive skills by</td>
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<td>encouraging each child to organize his or her experiences, to understand concepts, and</td>
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<td>to develop age appropriate literacy, numeracy, and reasoning...skills which form a</td>
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<td>foundation for school readiness and later school success as she shares a book with the</td>
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<td>children about various three-dimensional shapes.</td>
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<td>The book that Ms. Carlat shares with her small group encourages the children to</td>
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<td>think about two- and three-dimensional shapes and how they can find examples of those</td>
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<td>shapes in everyday life. One child mentions that a cone looks like an upside</td>
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<td>down ice cream cone, while another child says that a sphere looks like something</td>
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<td>his dad uses to exercise. Ms. Carlat asks a girl if her dad works in a building similar</td>
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<td>to one shown in the book. When the girl confirms he does, Ms. Carlat points out that</td>
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<td>the building shape is a rectangular prism.</td>
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<td>1304.21(c)(1)(vii) - Ms. Carlat has provides individual and small group experiences</td>
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<td>both indoors and outdoors.</td>
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<td>Ms. Carlat plans structured small group activities for the children in her class. She</td>
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<td>provides the children opportunities to share ideas and get more individualized</td>
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<td>teaching and attention from her during these small group lessons.</td>
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**Bold** text is taken directly from the standards
Making a Telescope

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1304.21(a)(4)(ii) - The structure of the daily classroom schedule ensures opportunities for creative self-expression through activities such as art...and dialogue.

Children in Ms. Carlat’s classroom are allowed to be independent during center time, choosing the space in the room in which to work and what to work on at the center. A girl chooses to make a telescope while at the art center.

1304.21(a)(5)(ii) - Ms. Carlat has created an environment which encourages children to explore materials by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s developmental level.

A girl decides to make a telescope by rolling up a piece of paper. She has a piece of tape ready to hold the telescope together, but runs into some challenges manipulating the tape while keeping the paper rolled for the telescope. The girl asks a student teacher to hold the rolled paper while she cuts pieces of tape with a pair of scissors to secure the rolled paper. This self-selected activity provides multiple opportunities to practice fine motor skills.
Measuring with Pumpkins

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1304.21(c)(1)(ii) - Ms. Hand provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision making skills which form a foundation for school readiness and later school success by having children measure themselves and each other with paper pumpkins.

Children in Ms. Hand’s class discover how tall they are by using pumpkins to measure their height. Ms. Hand offers to let the children see how many pumpkins tall she is and then the children begin measuring each other’s height. Several children line up to be measured as well as to count while measuring other children.

1304.21(c)(1)(iv) – Ms. Hand ensures that the program environment helps children develop emotional security and facility in social relationships by providing the children opportunities to engage in activities together and being attentive to individual children’s comments, requests, and needs.

Ms. Hand responds to a child’s request to figure out how tall she is using paper pumpkins as a tool for measuring. She helps children engage in the activity and stops for a moment to listen to Logan as he describes how he was offering to share with another child. She then invites Logan to be measured with pumpkins. When Kyla expresses interest in being measured with pumpkins, Ms. Hand tells her that she can have a turn after Logan.
**Morning Group Job Chart**

(1:31)

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Other Standards to Consider

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1304.21(a)(3)(i)(B) – Ms. Romig supports social and emotional development and encourages development which enhances each child’s strengths by fostering independence through the daily assignment of jobs to the children in her classroom.

The children in Ms. Romig’s class learn the importance of responsibility by completing assigned tasks that contribute to the welfare of their classroom community.

1304.21(c)(1)(v) – Ms. Romig provides experiences for the children on a daily basis which enhances each child’s understanding of self as an individual and as a member of a group.

The job chart in Ms. Romig's classroom is divided into two sections. One day, the children listed on one side of the chart have jobs to do. The next day, the children on the other side of the chart have jobs. With a job to do every other day, the children regularly experience the importance of the role of each member in a community. Each child assigned a job has his or her own individual task to complete but in doing so, all children benefit from this contribution to the classroom community.

**Bold** text is taken directly from the standards
Morning Message
(1:53)

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1304.21(a)(4)(iii) - Ms. Kimpston promotes interaction and language use among children and between children and adults during the morning message time.

Ms. Kimpston is leading the children in a large group activity to write out their morning message. She encourages the children to chime in with what they know as she works through the message. As Ms. Kimpston writes their morning sentence, she uses phrases like “capital letter” and “finger space”. Ms. Kimpston asks the children a variety of questions including, “What does a sentence start with?” and “Where do I need to go?” and the children respond appropriately.

1304.21(a)(5)(iii) - Ms. Kimpston’s class provides an appropriate environment and adult guidance for the participation of children with special needs.

Ms. Kimpston’s class is part of a program in a public school that is inclusive of children with special needs. A special education consultant/teacher floats between two preschool classrooms to ensure that all identified children receive appropriate support and services while being fully integrated into these preschool classes.
**My Machine**

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1304.21(a)(4)(i) – The teachers in Ms. Romig’s class provide for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration as the children self-select from a variety of activities.

The boy in Ms. Romig’s class has built a machine using blocks. The boy was able to explore the materials in the center to create something unique and of his own choosing. The associate teacher asks him questions about his creation and he demonstrates his ability to communicate by explaining certain features of the “machine”.

1304.21(a)(4)(ii) – The structure of the classroom schedule in Ms. Romig’s class ensures opportunities for creative self-expression....

A boy uses wooden blocks to create a machine that makes other wooden blocks. He explains what the machine does to a classroom associate and answers her questions about how the machine works.

1304.21(a)(4)(iii) – The teachers in Ms. Romig’s class promote interaction and language use among children and between children and adults during center time.

A boy demonstrates his verbal competence when he describes the function of a machine he constructed from wooden blocks to a classroom associate. She asks questions for clarification about the nature of the machine, giving him the opportunity to elaborate.

**Bold** text is taken directly from the standards
**Name Cards**

(1:53)

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1304.21(a)(1)(i) – Ms. Schaefer leads the children in a transition activity in a manner that is developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.

Ms. Schaefer holds up name cards during a transition. When a child sees his or her name, Ms. Schaefer asks the child to tell her how old he or she is. Some of the children respond verbally without hesitation. Other children hold up fingers to represent how old they are. One child is invited to whisper in Ms. Schaefer’s ear as this appeared to make the girl feel more comfortable rather than speaking out loud. Ms. Schaefer encourages them to use words to tell her how old they are.

1304.21(a)(1)(ii) – Ms. Schaefer is inclusive of children with disabilities.

Ms. Schaefer individualizes her approach with each child in her classroom as she leads this transition activity. She recognizes that some children need more support than others and offers this support in a way that is respectful and appropriate.

1304.21(c)(2) - Ms. Schaefer uses a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessment of each child.

Ms. Schaefer uses a simple transition activity to assess if each child is able to recognize his or her own name on the name card and state his or her age. She accepts verbal and nonverbal answers for the age and assists children as needed.

**Bold** text is taken directly from the standards
**Name Cards 2**

(0:37)

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1304.21(a)(1)(iv) - Ms. Hansen **provides a balanced daily program of child-initiated and adult-directed activities...** through this letter recognition activity.

Ms. Hansen structures her daily schedule to allow for children to choose activities as well as experience activities planned and led by adults in the room. In this example, the children are engaged in a teacher-led morning group time which is part of their daily routine.

1304.21(a)(4)(iv) – Ms. Hansen **supports literacy...development through materials and activities according the developmental level of each child.**

Ms. Hansen shows name cards to her class to identify the classroom helpers for the day. All of the children have the opportunity to say the name shown on the card. Once a child identifies his or her name, Ms. Hansen asks them to say the first letter in his or her name.
Paper Airplanes

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1304.21(a)(3)(i)(D) - Ms. Carlat encourages a boy’s respect for the feelings and rights of others by helping him to determine if he had made a paper airplane for every member in the class.

A boy chooses to use his center time to make paper airplanes for the children in his classroom. After making a large amount of paper airplanes, he takes them to Ms. Carlat. Ms. Carlat has the boy count the airplanes and they discover he has made enough for the entire class, including the teachers, and even ends up with one extra.

1304.21(a)(4)(ii) - Ms. Carlat ensures opportunities for creative self-expression through activities such as art, music, movement, and dialogue by allowing children to choose activities and be creative during center time.

A boy in Ms. Carlat’s class proudly shows Ms. Carlat a stack of paper airplanes he made. He wants to share his interest in making paper airplanes with his friends and teachers and he makes an airplane for every child and teacher in the class, plus an extra one.

1304.21(c)(1)(v) – Ms. Carlat enhances one child’s understanding of self as an individual and as a member of a group.

A boy begins making several paper airplanes. When he is finished, he shows Ms. Carlat the stack of paper airplanes he made. Together, they count the airplanes and discover that he folded one for each child and teacher in the classroom with one extra airplane. After counting the airplanes, Ms. Carlat discusses with the boy how wonderful it was for him to make one for every member of the classroom.

**Bold** text is taken directly from the standards


**Playing a Card Game**

(3:39)

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1304.21(a)(3)(i)(C) – Ms. Kimpston **encourages self control by setting clear, consistent limits, and having realistic expectations** by engaging the children in a game with rules.

Ms. Kimpston selects a card game for the children to play with her in a small group. She chooses Uno because she knows it is developmentally appropriate. The children playing Uno with Ms. Kimpston demonstrate self control by taking turns with each other. One child even reminds another when it is her turn.

1304.21(a)(4)(iv) – Ms. Kimpston **supports emerging...numeracy development through materials and activities according to the developmental level of each child** by playing Uno with the children.

The children have learned or are learning to recognize the numerals on the cards and state the numeral out loud when each card is played.

1304.21(c)(2) – Ms. Kimpston **uses a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessment of each child.**

While the group plays Uno, Ms. Kimpston documents how each child takes his or her turn during the game. She notes things like whether or not the child recognizes the numeral and names it correctly, how the child chooses to play his or her cards and if the child is able to make a correct play independently.

**Bold** text is taken directly from the standards
Playing a Memory Game

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1304.21(a)(3)(i)(B) – Ms. Knudson supports social and emotional development and encourages development which enhances each child’s strengths by fostering independence.

Ms. Knudson has made a Memory game available to the children in her class. The children are able to set up the game independently and proceed with the game without assistance. The children keep track of whose turn it is and talk about the game as they play it. When they finish the game, they decide to play again.

1304.21(a)(3)(i)(D) – The classroom atmosphere in Ms. Knudson’s class encourages respect for the feelings and rights of others.

The children playing Memory in Ms. Knudson’s class demonstrate acceptance of everyone in the group. When a boy begins his turn early, he is quick to acknowledge that “it’s Angel’s turn.” As the game continues, the children narrate the game (“ok, now it's your turn”).
Preschool Geometry

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1304.21(a)(4)(i) – The use of pattern blocks and pattern block frames provide for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.

Using pattern blocks and frames, children explore shapes and angles while working to complete figures. They also improve their visual spatial skills through this activity.

1304.21(a)(5)(ii) – The classrooms featured in this video provide appropriate time, space, equipment, materials, and adult guidance for the development of fine motor skills according to each child’s developmental level.

When children attempt to fit geometric pattern blocks into empty frames, they must carefully manipulate the blocks in order to create the pattern and make them fit accurately. This requires a steady hand and careful placement of the blocks so that they do not shift out of place.
Pretend Play Firefighter

(2:57)

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1304.21(a)(1)(iv) – Ms. Ladehoff provides a balanced daily program of child initiated...activities, including individual and small group activities.

Ms. Ladehoff has given the children in her classroom opportunities to choose from a variety of activities that they can engage in individually or with peers.

1304.21(a)(3)(i)(D) – The classroom atmosphere created by Ms. Ladehoff encourages respect for the feelings and rights of others.

The boys engaging in this pretend play scenario work together as they weave their story ideas and act them out. They must cooperate with each other and show respect for one another’s ideas in order for the play to be sustained.

1304.21(a)(4)(ii) – Ms. Ladehoff encourages opportunities for creative self expression through activities such as...dialogue.

These children were provided with materials to stimulate and enhance dramatic play, such as the helmets worn by two of the boys. The boy wearing the firefighter's helmet talks about the fire being out and suggests that it is time to clean the kitchen. A tornado warning becomes the central theme of their play. The boys are allowed to explore their play-theme creatively as they come up with imaginative solutions for dealing with the tornado, including punching it and whacking it with pans.

**Bold** text is taken directly from the standards
Pretend Play with Blocks

(1:09)

1304.21(a)(4)(ii) - During this center time play, Ms. Romig has provided **opportunities for creative self expression through activities such as art...and dialogue.**

The children in Ms. Romig's class have access to a variety of blocks and accessories that they can use to engage in dramatic play. The girl uses wooden unit blocks to build a setting for the figures she has selected and then begins to act out a scenario about a cat who is "king of the cats".

1304.21(a)(4)(iii) - Pretend play as seen in this clip **promotes interaction and language use among children.**

During center time, Ms. Romig allows the children to select the materials they want to use as well as whether they want to play alone or with a friend. This creates the conditions for these children to have opportunities to express their needs and ideas to one another. Two instances of this occur between the girl and two boys where they are able to communicate verbally to negotiate the use of materials and space.
Pumpkin Exploration

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1304.21(a)(1)(i) - The pumpkin exploration activity is a developmentally and linguistically appropriate activity that recognizes that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.

Boys in Ms. Hand's class hammer golf tees into a pumpkin using plastic hammers. They discuss their discoveries as they engage in the activity. Ms. Hand asks the boys questions about what they are doing and they share their ideas. Together they decide to investigate a pumpkin at another center.

1304.21(a)(5)(ii) – Ms. Hand provides appropriate time space, equipment, materials, and adult guidance for the development of fine motor skills according to each child’s developmental level while allowing the children to explore pumpkins in various manners.

Two boys in Ms. Hand’s class develop their hand-eye coordination by using plastic hammers to drive golf tees into a pumpkin. They use their fingers to pull some of the tees out of the pumpkin, and then push them back in.
Purposeful Writing

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1304.21(c)(1)(i) - Ms. Uhlenberg supports each child’s individual pattern of development and learning.

A girl completes an art project in Ms. Uhlenberg’s class where she was able to choose glue, cotton swabs, construction paper and markers from a variety of materials. She uses the marker to independently write her name on her artwork.
**Reading a Class-Made Book**

1304.21(a)(4)(iv) – The activity of looking through a class-made book helps to **support emerging literacy...development through materials and activities according to the developmental level of each child.**

Riviera begins to read a book her class made about a field trip they took. Several of her friends crowd around her to look at the book with her. After Riviera finds the page she made, another boy begins to point out to his nearby friends when their pages are being looked at. He is able to recognize his friends' names written at the top of each page.

1304.21(c)(1)(vi) – Contributing to a class-made book **provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.**

Riviera decides to look at a book her class made about a field trip they took. As she looks at the different pictures her friends drew, she finds the page that she made. She exclaims, "This one is mine!" after getting her teacher's attention.

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**Bold** text is taken directly from the standards
**Reasons to Write**

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1304.21(a)(4)(iv) – Ms. Bromwich models writing and sounding out words as well as encourages Owen to write some of his own letters in order to **support emerging literacy**...development through materials and activities according to the developmental level of each child.

When Owen decides that he would like his ramps to be left up to play with the next day, Ms. Bromwich helps him make a sign that says "Save for Owen". He helps sound out the word "save" and watches as Ms. Bromwich writes the letters. Owen spells his name as Ms. Bromwich writes each letter. He also contributes to the sign by drawing a familiar letter, a capital "E" on the sign.

**Bold** text is taken directly from the standards


**Rectangle**

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1304.21(a)(3)(i)(B) - Ms. Nitchais-Reierson is **fostering independence** by having the children follow simple rules to cover up a large rectangle using smaller rectangles.

Ms. Nitchais-Reierson tells the children in her small group that they have a problem to solve. She asks them to figure out how to use eight rectangles of paper to completely cover a large square piece of paper. She informs them of the rules and then lets the children independently solve the problem. The children take up this task willingly.

1304.21(a)(3)(i)(C) - Ms. Nitchais-Reierson is **encouraging self-control by setting clear, consistent limits and having realistic expectations** of the children while they problem solve.

The children in Ms. Nitchais-Reierson's small group work to solve a problem she presents. They are to figure out how use small rectangles to cover a larger square piece of paper. She informs them of the rules and then lets the children solve the problem on their own while offering them assistance when they ask.
Sand Exploration

(2:57)

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1304.21(a)(4)(i) – Ms. Christner creates a classroom environment that supports each child’s learning using various strategies including experimentation, inquiry, observation, play and exploration.

The girls at the sand table play with dry sand. They want to use molds to make different shapes in the sand, but the dry sand will not mold well. The girls ask an associate for help. The associate helps the girls add water to the dry sand and then asks them if the molds work with the wet sand. The girls have the opportunity to explore the differences in the properties of dry sand versus wet sand.

1304.21(a)(5)(ii) – Ms Christner creates a classroom environment that promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s developmental level.

The girls playing at the sand table use a variety of fine motor skills during their play. They dump water from a cup into the sand table, use a shovel and hands to scoop sand into molds and then dump the sand out. They also use the molds to form different shapes with the wet sand.
Sand Play

(0:57)

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1304.21(c)(1)(i) - Ms. Fisher supports each child’s individual pattern of development and learning by asking questions pertinent to what the child is doing in the sand play.

Ms. Fisher has a conversation with Kaylee and Jason while they play at the sand table. She takes the time to observe what the children are doing and uses this as an opportunity to ask questions and draw the children's attention to details. Kaylee observes that sand will flow through a sieve by shaking the sieve. When Ms. Fisher asks Jason if he can scoop a lot of sand with a slotted spoon, Kaylee notices that sand goes through the spoon because it has holes.

1304.21(c)(1)(vii) - Ms. Fisher provides individual and small group experiences indoors by asking two students open and closed ended questions about their sand exploration.

Kaylee and Jason engage in sand play and are especially interested in watching the sand flow through a sieve and slotted spoon. Ms. Fisher talks with Kaylee and Jason as they play at the sand table. She asks Kaylee how she gets the sand to come out of a sieve. Kaylee replies, "By shaking it." Ms. Fisher asks Jason if he can scoop a lot of sand with a slotted spoon that has holes in it. Kaylee notices that because the spoon has a lot of holes, it's hard to scoop sand with it. Kaylee begins to examine the sieve she's been playing with and asks Ms. Fisher what it is called. Ms. Fisher tells her that it is called a sieve and observes that it looks like a screen door. Kaylee agrees.

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Setting Up the Environment

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1304.21(a)(3)(i)(B) – Ms. Schuhmacher creates a classroom environment that fosters independence in children by allowing them to work with art materials independently.

The paint rollers allow children to explore the medium of paint while experimenting with making both broad and thin lines as well as exploring the effects produced by mixing different colors. The center is set up so that children can paint independently. The girls have a conversation about the pictures they paint and discuss their color preferences.

1304.21(a)(4)(ii) - By ensuring opportunities for creative self expression through activities such as art Ms. Schuhmacher allows children freedom to create a picture of their own design.

Two girls in Ms. Schuhmacher's class use paint rollers on paper to create their artwork. One girl works on layering colors in an “S” shape while the other chooses to make a picture with words on it. Both girls discuss that the pictures are for their mothers.

1304.21(a)(4)(iii) – The set up of the art center in Ms. Schuhmacher's class promotes interaction and language use among children....

The girls painting in Ms. Schuhmacher's class work in close proximity to each other and carry on a conversation while they paint. They share the paint rollers and one girl comments on the other girl's painting.

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Sewing Cards and Puzzles

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1304.21(a)(4)(iii) - The associate promotes interaction and language use...between children and adults through asking questions and sustaining conversations with the boys in her small group.

The associate is engaged with the boys playing with sewing cards and puzzles. She has a conversation with the boys while they play and asks questions about the pictures on the sewing cards and completed puzzle such as, "Who eats acorns?" and "Did you have a pumpkin at your house?"

1304.21(a)(5)(ii) – The associate in this classroom provides appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level.

The boys use their fine motor skills to thread yarn through sewing cards, grasp the pegs on the peg puzzles, and manipulate the pieces so they will fit when putting together jigsaw puzzles.
**Sharing Space**

(1:34)

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1304.21(a)(3)(i)(D) - Ms. Fisher **encourages respect for the feelings and rights of others** through facilitating conflict resolution between Justin and Jason who are playing in the block area.

When a conflict between Justin and Jason arises during block play, Ms. Fisher helps Justin understand the situation. Justin wants to build where Jason is building. Ms. Fisher explains that if Justin wants to build there too, he can ask Jason's permission. Jason then offers to share his blocks and the space with Justin. Ms. Fisher acknowledges Jason's gesture by saying, "That was a friendly thing to do!"

1304.21(c)(2) – Ms. Fisher **uses a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.**

When a conflict arises between Jason and Justin during their play with blocks, Ms. Fisher is nearby to help the boys work through it. Through her observation of students in the classroom she is able to support the development of conflict resolution skills.
**Signing In**

(2:53)

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1304.21(a)(3)(ii) – Ms. Hand **plans for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.**

As part of a morning routine, children in Ms. Hand's class find their name on a pegboard and place the name card in a basket. Then the children sign their names in the designated location.

1304.21(a)(5)(ii) – Ms. Gillette **provides appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s developmental level.**

Ms. Gillette makes laminated name cards available to the children in her class so they can practice writing their names. For some children, a dashed line version of their name helps them form the letters. Other children write their names without the support of the dashed lines.
Snack Helper

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1304.21(c)(1)(v) – The snack helper responsibilities given to both the boy and the girl **enhance each child’s understanding of self as an individual and as a member of a group.**

These children are given opportunities to share in classroom responsibilities and help out in the community. Each child has individual responsibility yet all children in the class benefit from each others’ contribution.

1304.23(c)(7) - Children are provided with **developmentally appropriate opportunities...in food-related activities.**

The "snack helper" job means different things in different classrooms. In one classroom, snack helpers distribute snack. A boy brings a bucket with cartons of milk around to his friends so they have something to drink during snack time. In another classroom, a girl distributes cups and straws at each place set around a table, ensuring her friends will have what they need for snack time.
Spatial Relationships

(2:49)

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1304.21(a)(4)(i) - Ms. Schuhmacher creates centers that **support each child’s learning using various strategies including experimentation, inquiry...play, and exploration.**

Pattern blocks encourage children to explore and experiment with different shapes and how those shapes can be used to create figures. Children also have opportunities to increase their understanding of spatial relationships.

1304.21(a)(5)(ii) - Ms. Schumacher **provides appropriate time, space, equipment, and materials...for the development of fine motor skills according to each child’s developmental level.**

Fine motor skills are used and developed when children manipulate pattern blocks and carefully place them into a frame.
Stacking Blocks

(3:04)

1304.21(a)(4)(i) - During center time the classroom environment **promotes interaction and language use among children and between children and adults.**

Ms. Gillette talks with Lily about the structure they are creating together. She asks questions to stimulate Lily's reasoning about the structure, and suggests a dramatic play element when adding "spikes" to the fence (to keep the foxes out, and to keep out the Big Bad Wolf).

1304.21(c)(1)(ii) – Ms. Gillette **provides for the development of cognitive skills by encouraging each child to...understand concepts, and to develop age appropriate...reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.**

When Ms. Gillette and Lily attempt to duplicate the ice cream cone block configuration on the other side of the block castle, Ms. Gillette chooses a block and puts it near the structure the opposite way than it will fit. Lily notices that it does not fit and chooses another block of the same shape. She suggests to Ms. Gillette that she could put the block in place facing the other way. When Ms. Gillette moves the block facing the opposite way, Lily slides her block into place, completing the base of the structure.
Storytelling

(2:58)

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1304.21(a)(4)(ii) - Through the story telling activity, Ms. Harmon is **ensuring opportunities for creative self-expression through activities such as...movement and dialogue.**

Children in Ms. Harmon's class have the opportunity to use their own words and actions to retell stories as well as create their own stories.

1304.21(c)(1)(v) – Ms. Harmon **enhances each child's understanding of self as an individual and as a member of a group.**

Ms. Harmon's class shows that they value others within the classroom community by recounting a story about singing "Happy Birthday" to one of the children in the class and giving the child three "Hip, Hip, Hoorays" and a drum roll on the table. Children are also given the opportunity to tell and act out stories individually.

**Bold** text is taken directly from the standards
Taking Turns

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1304.21(a)(3)(i)(D) - Ms. Uhlenberg encourages students to have respect for the feelings and rights of others.

A boy wants to play with a toy dinosaur that Ms. Uhlenberg is holding. She explains that she is holding it for Brady while he rebuilds a structure. She encourages the boy to ask Brady if he can play with the dinosaur when he is finished with it. Brady agrees but reminds him that Tate wanted to play with it after Brady. Another boy approaches Ms. Uhlenberg and expresses a desire to play with the dinosaur. She explains that after Brady, Tate and then Julian want to play with it. She suggests making a waiting list for the dinosaur.

1304.21(c)(1)(iv) – Ms. Uhlenberg ensures that the program environment helps children develop emotional security and facility in social relationships.

The concept of "waiting your turn" is a familiar one to the children in Ms. Uhlenberg’s classroom. When several boys want to play with a dinosaur at the same time, Ms. Uhlenberg explains whose turn will come next. The boys accept this answer as an assurance that they will get to play with the dinosaur when their turn comes.

Bold text is taken directly from the standards.
**Teacher Talk**

(2:19)

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1304.21(a)(4)(iv) – The sewing card activity **supports emerging literacy and numeracy development through materials and activities according to the developmental level of each child.**

Children sew letter and number cards with Ms. Waterman. They discuss how certain letters appear in certain names. Peyton and Tanner realize that the letter "t" is in both of their names. When a girl shows Ms. Waterman that she has a letter "s", Ms. Waterman elongates the sound of the "s" and asks the girl "'S' for what?" The girl excitedly replies "snake!"

1304.21(c)(1)(vi) - Ms. Waterman **provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.**

While Ms. Waterman sews letter cards with children, one child exclaims "I did it!" after he completes a letter on his own. When one child discusses the letter that he is sewing other children respond with names that include that letter.
Teaching Self-Help Skills

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1304.21(a)(3)(i)(B) - The associate in the classroom fosters independence by demonstrating to Kaylie how to cut her pancakes.

When Kaylie asks an associate for help with cutting her pancakes, the associate takes the opportunity to teach the procedure to Kaylie. Instead of cutting the pancakes for Kaylie, she explains how to use a fork and knife to cut the pancakes while she cuts them with Kaylie hand-over-hand.

1304.23(c) – The associate in this classroom ensures that nutritional services in this center-based setting contribute to the development and socialization of enrolled children.

Kaylie asks an associate for help with cutting her pancakes. The associate describes the process while she performs it hand-over-hand with Kaylie. The associate explains "We're going to hold your knife this way and we're just going to go across and push, and push...look at that! You're doing it!" Meals served in this classroom provide the children with an opportunity to interact with peers as well as adults.

**Bold** text is taken directly from the standards
**The Before and After Game**

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1304.21(a)(4)(iv) - Ms. Nitchais-Reierson supports emerging...numeracy development through materials and activities according to the developmental level of each child.

Children playing "The Before and After Game" with Ms. Nitchais-Reierson easily recognize the numerals on the cups used for the game and point to the cup while saying the number. Ms. Nitchais-Reierson uses the words "before" and "after" to help the children reason about which cup is hiding the surprise.

1304.21(c)(1)(ii) – The activity that Ms. Nitchais-Reierson leads provides for the development of cognitive skills by encouraging each child...to understand concepts, to develop age appropriate...numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.

Ms. Nitchais-Reierson presents a reasoning game to a group of children in her class. As she explains how the game works, she tells the children that she will hide a surprise under one cup in a row of numbered cups. The children will take turns guessing which cup the surprise is under and if they do not guess correctly, she will give them a clue such as "It's before number 3."
The King’s Puppy

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1304.21(a)(4)(ii) - Ms. Gillette has **ensured opportunities for creative self-expression through activities such as art... and dialogue.**

Lily and Ms. Gillette have a conversation about the castle of blocks they just built. Lily agrees with Ms. Gillette that the king of the castle should have a puppy and suggests that they could draw one. Ms. Gillette asks Lily to find a model they could use for the drawing and Lily brings her a book with a dog on the cover. Ms. Gillette also suggests that they need something to draw the dog with and after offering ideas (crayon, colored pencil), Lily suggests using a marker, and brings one. Ms. Gillette asks Lily for her ideas of how they can draw the dog by asking Lily to tell her what shapes she sees ("What shape is the dog's head?", "What shape is his body?").

1304.21(a)(4)(iii) – Ms. Gillette **promotes interaction and language use....between children and adults.**

Lily responds to Ms. Gillette’s questions about how they could make a puppy for the king of the block castle they constructed. When Lily suggests they draw a puppy, she has an opportunity to describe the shapes that make up the different parts of the picture of a dog they use as a model. Lily and Ms. Gillette also talk about the castle they constructed from blocks. Conversations such as this provide a natural opportunity to introduce new words within a meaningful context for the child.
They Are the Same

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1304.21(a)(4)(iv) – The activity that Ms. Nitchais-Reierson has provided supports emerging...numeracy development through materials and activities according to the developmental level of each child.

A boy wants to tell Ms. Nitchais-Reierson about a discovery he made during an activity. He hands her the square that he covered with eight rectangles, points to two different parts of the square and says, "both of them are the same number." When she asks for clarification, he puts a finger on each vertical rectangle and counts them, then puts a finger on each horizontal rectangle and counts them.

1304.21(c)(1)(vi) - Ms. Nitchais-Reierson’s provides her students with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.

A boy in Ms. Nitchais-Reierson's class approaches her when he has completed an activity because he wants to share a discovery with her. He has found that he used the same number of horizontal and vertical rectangles in the activity and is proud to share that discovery with his teacher.

**Bold** text is taken directly from the standards
Three Beds and Four People

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1304.21(a)(4)(iv) - Ms. Nitchais-Reierson supports emerging...numeracy development through materials and activities according to the developmental level of each child.

When Ms. Nitchais-Reierson discovers that children have constructed only three beds in the block center and there are four people playing there, she asks a girl what they should do about it. When another bed is discovered, Ms. Nitchais-Reierson asks the girl to count the number of beds. When the girl determines there are four beds, Ms. Nitchais-Reierson asks her to count how many people are in the block center. The girl finds that since one more child has joined the group, there are now five people with only four beds.

1304.21(c)(1)(ii) - Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate...numeracy, reasoning, problem solving...skills which form a foundation for school readiness and later school success.

Ms. Nitchais-Reierson talks with some children playing with block structures. She points out that there are only three beds made from blocks and four people playing in the block center. Ms. Nitchais-Reierson poses the question, "What are we going to do?". A girl responds, "I think YOU should make another sleep for you!" Another girl points out a block structure behind Ms. Nitchais-Reierson and she asks the girl she is talking to "Is that another bed?". When the girl confirms that it is, Ms. Nitchais-Reierson asks, "So now how many do we have?" and encourages the girl to count beds and people again. She counts the four beds and when she counts the people in the center, she discovers that another girl has come to play. Ms. Nitchais-Reierson points out that with four beds and five people, there still are not enough beds for everyone.

**Bold** text is taken directly from the standards
Transition Time (1:30)

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1304.21(a)(3)(i)(c) - Ms. Romig is **encouraging self-control by setting clear, consistent limits, and having realistic expectations.**

Ms. Romig’s classroom has a series of numbers on the floor for lining up at the door. She directs the child who is the line leader to the first number and the child who is the "caboose" to number 18 (the number of children in class). She offers a series of common winter clothing options to encourage the children to line up in an orderly fashion. She begins by saying, "If you wore snow boots to school, you may line up." She continues the series by calling for children who wore mittens, hats and finally coats.

1304.21(a)(3)(ii) - Ms. Romig has **planned for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child’s needs.**

Ms. Romig uses a clear transition strategy by asking the children to line up if they wore a particular article of winter clothing to school that day. This allows several children to line up at once without all children getting up at the same time but also without creating too much wait time at the door. Ms. Romig also considers the environmental design of her classroom by placing numbers on the floor for the children to stand on so that the line does not become too crowded with the children standing too close together.
### Transition Time 2

1304.21(a)(3)(i)(B) – Ms. Knudson encourages development which enhances each child's strengths by fostering independence.

As each child takes his or her turn naming the person's picture that follows theirs, the child is asked to wash their hands for breakfast. The children are familiar with this routine and require no guidance in completing the hand washing routine.

1304.21(a)(3)(ii) - Ms. Knudson has planned for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child’s needs.

When Ms. Knudson uses the class-made book "Who Do You See?" to transition to breakfast, the children remain alert and engaged so they do not miss seeing the next picture of one of their friends.

1304.21(c)(1)(v) - Ms. Knudson enhances each child’s understanding of self as an individual and as a member of a group by using a class-made book.

Ms. Knudson uses the "Who Do You See?" book the class-made to transition to breakfast. She asks the child whose picture is on the page to name his or her friend that appears on the next page. This activity builds community within the classroom and shows the value of each individual within the classroom.
Using a Microscope

(1:53)

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1304.21(c)(1)(ii) - Ms. Schaffer provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.

Ms. Schaffer provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.

Tjaden is very engaged by the microscope during center time. He makes observations about different insects and his own hand using the microscope. Ms. Schaffer asks questions to further stimulate his thinking. For example, she asks him, "Can you see your finger? Is it big or little?"

1304.21(c)(1)(vii) - Ms. Schaffer provides individual and small group experiences indoors through this exploration of a microscope.

Ms. Schaffer makes a microscope set available during center time. Tjaden looks at slides of insects and shares his observations with Ms. Schaffer.

**Bold** text is taken directly from the standards
### Using Descriptive Language

(4:17)

#### Standards in this video

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1304.21(a)(4)(ii) – Ms. Huinker **ensures opportunities for creative self-expression through activities such as art...and dialogue.**

A group of children in Ms. Huinker's class are playing with "gak". The classroom associate, Ms. Blong asks the children to describe how it feels and they say words like "icky", "good" and "sticky". As she plays with it, one girl says that hers looks like a princess castle.

1304.21(a)(4)(iii) - Ms. Blong **promotes interaction and language use among children and between children and adults** by asking them to describe the gak.

Ms. Blong talks with a group of children playing with "gak". She asks them to describe the way it feels. Some children stretch the gak and pull it while others let it "melt" in their hands. The children engage in a conversation with Ms. Blong as they play, talking about their impressions of the experience.
## Washing Hands

(0:40)

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**Other Standards to Consider**

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1304.21(a)(3)(i)(B) - Ms. Huinker **encourages development which enhances each child's strengths by fostering independence.**

A girl shows independence in a hand washing routine. The procedure has been effectively modeled for the children in Ms. Huinker's class and the children can follow the routine without further guidance. Another girl begins the hand washing routine after the first girl has finished and more children form a line to wait for their turn to wash their hands.

1304.22(e)(1)(i) – **Children** in Ms. Huinker’s classroom **must wash their hands with soap and running water.**

As part of the daily routine in Ms. Huinker's classroom, children wash their hands. The sink area has all of the essential items required for the routine within easy reach of the children. A step stool provides easy access to the sink with a soap dispenser nearby. The paper towel dispenser is on the wall next to the sink and the garbage can is also close so children have everything they need to independently complete the routine.

**Bold** text is taken directly from the standards.
**Water Table—Full Cup**

(1:32)

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**1301.21(a)(4)(i)** – Ms. Wignall **supports Brenton’s learning using various strategies including experimentation, inquiry, observation, play, and exploration.**

Ms. Wignall takes an opportunity to encourage Brenton to think about what happens when he fills a cup with water using a baster. She uses his actions as a springboard for further observation and learning as she deliberately draws his attention to the appearance of the water at the very top of the cup. She points out how the water can actually be seen above the top edge of the container and she encourages Brenton to squat down so that his eye level is even with the top of the cup, promoting close observation. Brenton shows Ms. Wignall how he fills and empties the baster and then continues to put water into the cup using the baster.


**Water Table—Funnel**

(2:27)

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1304.21(a)(4)(i) - Ms. Wignall supports each child’s learning using various strategies including experimentation, inquiry, observation, play and exploration.

Ms. Wignall notices that a boy scoops water at the water table. As he picks up a funnel and begins to pour the water into it, Ms. Wignall asks him where the water goes when he pours it into the funnel. She holds the funnel closer to the boy’s eye level so he can see the water coming out of the funnel. Ms. Wignall holds a cup under the funnel as the boy pours water into it and points out that they can catch the water that goes through the funnel. She picks up a colander and encourages him to pour water into that "bowl" and observe what happens to it.
1304.21(a)(4)(iii) - Ms. Fisher promotes interaction and language use...between children and adults, during this group time activity of noticing patterns on the weather graph.

Ms. Fisher asks the children in her class what they see on the weather graph. Tyler notices that the line representing windy days is the longest. Reed sees that snowy days and warm days are equal on the graph. Kayleigh points out that the line representing rainy days is by itself (no other lines are equal to it). The children answer questions such as, "What do you notice about the graph?" and "Is that line equal to any other line?"

1304.21(c)(1)(ii) - Ms. Fisher provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate...numeracy and reasoning which form a foundation for school readiness and later school success.

Ms. Fisher uses part of the classroom routine, checking the weather, to build science awareness and math skills. The children use a weather graph to determine what type of weather has been the most frequent in the month. They discuss which lines are longest and shortest according to the weather patterns for the month thus far.
What Could You Say? (0:48)

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1304.21(a)(3)(i)(D) - Ms. Huinker encourages respect for the feelings and rights of others by helping Nathan solve his conflict with Jillian.

Ms. Huinker expects children in her classroom to work towards resolving conflicts by talking through the problem. When Nathan is upset with Jillian, Ms. Huinker encourages him to tell Jillian what he needs from her. When Nathan tells Jillian in a clear way what he would like from her, Ms. Huinker checks to see if the resolution is acceptable to Jillian as well as Nathan.

1304.21(a)(4)(iii) - Ms. Huinker promotes interaction and language use among children and between children and adults through the facilitation and use of problem solving skills.

Ms. Huinker encourages Nathan to use words to help resolve a conflict he is having with Jillian. When Nathan asks Jillian to "please stop," Ms. Huinker explains to Nathan that Jillian may not know what she's doing that is upsetting him, so she prompts Nathan to tell Jillian what he would like her to stop doing.
What Sounds Do You Hear? (2:32)

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1304.21(a)(4)(iii) - Ms. Schuhmacher promotes interaction and language use...between children and adults.

The children are actively engaged in a conversation with Ms. Schuhmacher. Through this conversation, they become familiar with the word “vibrations” and have opportunities to use the word in the course of the conversation.

1304.21(a)(4)(iv) – Ms. Schuhmacher supports emerging literacy...development through materials and activities according to the developmental level of each child.

The children in Ms. Schuhmacher’s class work together to spell the words “Friday”, “letter” and “vibrations”. Reading from left to right is modeled during this experience. Ms. Schuhmacher uses this time to tell the children, through the words printed on the white board, that they will be making vibrations later in the day.
What Will Happen to the Egg? (3:37)

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1304.21(a)(4)(i) – Through this egg experiment, Ms. Katter supports each child’s learning using various strategies including experimentation, inquiry, observation…and exploration.

Ms. Katter sets up an experiment to encourage discovery about the physical structure of eggs. She asks the children to explore the boxes in front of them to gain a sense of the properties of the materials in the boxes. After recording the children’s predictions, the teacher instructs the children to drop their eggs into their respective boxes and observe the results.

1304.21(c)(1)(ii) – Through the facilitation of this egg experiment, Ms. Katter provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate…reasoning, problem solving and decision making skills which form a foundation for school readiness and later school success.

During an experiment with eggs, Ms. Katter asks the children in the small group to predict what will happen when they drop an egg into a box. Each box contains a different material. She also asks them to explain their prediction. After dropping the eggs, she asks them what they observed.
Where’s the Fire?

Standards in this video

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1304.21(a)(1)(iv) – Ms. Hand provides a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.

During center time in Ms. Hand’s classroom children lead a play scenario pretending to be firefighters. An associate of the classroom plays along and follows the children’s lead while asking questions to expand their learning.

1304.21(a)(4)(ii) – Ms. Hand ensures opportunities for creative self-expression through activities such as...dialogue.

Ava sits at a desk wearing a firefighter’s helmet and pretends to talk on the phone and take notes. She tells the classroom associate that there is a fire at the number 10 house on their chart much like a dispatcher would do. Another boy dressed as a firefighter discusses with the associate which houses are on fire and which houses are not (safe and unsafe).
Which One is Missing?  

(2:40)

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1304.21(c)(1)(ii) – Ms. Schaffer provides for the development of cognitive skills by encouraging each child to organize his or her experiences...develop age appropriate...reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.

Jennifer, a student teacher, introduces Ms. Schaefer's class to a game called "Which One is Missing?". The children playing the game study the position of animal figures in a tray. They are asked to close their eyes while one animal is taken away. Some children simply recall which animal is no longer there while others use the position the animal was in to remember which one has been taken away.

1304.21(c)(1)(vi) – The student teacher in Ms. Schaefer’s classroom provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.

While the student teacher is playing a memory game with a student in Ms. Schaefer’s class she is enthusiastic and encouraging each time the student chooses the correct animal. This in turn allows the student to feel competent and establish positive attitudes toward learning. When two students play the game together Ms. Schaefer comments on how long and hard one of the students thought about the correct answer which encourages the development of feelings of competence and self esteem.
# Head Start Child Outcomes Framework

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<td>Ms. Wignall demonstrates sorting and working together during cleanup time.</td>
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<td>A boy independently creates a pattern.</td>
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<td>Observation and analysis lead to discovery of an unfamiliar shape.</td>
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<td>Number awareness and dramatic play during outdoor large motor time.</td>
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<td>Children make a graph to indicate preferred activities.</td>
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<td>Playing in the gym provides physical, social and safety experiences.</td>
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<td>Children utilize hearing to determine which tools are hidden under a box.</td>
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<td>Imagination and concept development are fostered in an art project.</td>
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<td>Persistence pays off for a boy putting a puzzle together.</td>
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<td>Sam has early reading experiences with a familiar book.</td>
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<td>(2:40)</td>
<td>A comfortable reading and singing experience inspired by a favorite book.</td>
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<td>(3:34)</td>
<td>Emerging sound representation skills develop during an expression of friendship.</td>
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<td>I Love Science!</td>
<td>(1:50)</td>
<td>Emma explores different aspects of science by uncovering bones as a paleontologist would and through water play.</td>
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<td>(3:41)</td>
<td>A teacher provides guidance in expressing desires through words.</td>
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<td>If I Say Please</td>
<td>(2:48)</td>
<td>Conflict resolution is a simple matter in Ms. Schuhmacher’s class.</td>
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<td>(1:21)</td>
<td>Stories about encounters with snakes facilitate interpersonal relationship development.</td>
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<td>Early writing and peer relationships develop while planting seeds.</td>
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<td>Explorations in using non-standard methods of measurement.</td>
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<tr>
<td>Morning Group Job Chart</td>
<td>(1:31)</td>
<td>Ms. Romig’s job chart outlines children’s responsibilities for the day.</td>
</tr>
<tr>
<td>Morning Message</td>
<td>(1:48)</td>
<td>Literacy skills develop when children help Ms. Kimpston write a sentence.</td>
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<tr>
<td>My Machine</td>
<td>(0:49)</td>
<td>Creativity with blocks leads to positive caregiver/child interactions.</td>
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<tr>
<td>Name Cards</td>
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<td>Name recognition and early math skills are promoted during a transition.</td>
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<tr>
<td>Name Cards 2</td>
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<td>Letter sounds are emphasized connected to first names.</td>
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<td>Paper Airplanes</td>
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<td>A boy’s interest in making paper airplanes turns into a community awareness and math experience.</td>
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<td>Playing a Card Game</td>
<td>(3:34)</td>
<td>A card game builds social and math skills.</td>
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<td>Playing a Memory Game</td>
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<td>Children take turns while playing a game.</td>
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<td>Preschool Geometry</td>
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<td>Children explore pattern blocks and frames.</td>
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<td>Pretend Play Firefighter</td>
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<td>Boys engaged in dramatic play create and change the story as they play.</td>
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<td>Pretend Play with Blocks</td>
<td>(1:09)</td>
<td>Dramatic play with blocks provides opportunities for conflict resolution.</td>
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<td>Pumpkin Exploration</td>
<td>(3:19)</td>
<td>Pumpkins prove to be very engaging for discovery learning.</td>
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<td>Purposeful Writing</td>
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<td>A girl writes her name on her artwork.</td>
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<td>Reading a Class-Made Book</td>
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<td>Remembering a field trip has social-emotional benefits.</td>
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<td>Reasons to Write</td>
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<td>Owen’s teacher helps him write a “save” sign for his ramps.</td>
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<td>Rectangle</td>
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<td>A problem solving experience is provided during a math activity.</td>
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<td>Properties of matter are explored at the sand table.</td>
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<td>Sand Play</td>
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<td>The sand table provides an opportunity for discovery and reasoning.</td>
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<td>Classroom set up is conducive to cooperative peer interactions.</td>
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<td>Children develop fine motor skills through play with sewing cards and puzzles.</td>
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<td>Signing In</td>
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<td>Name recognition and writing skills emerge during a morning routine.</td>
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<td>Children work within their classroom community for the benefit of the class.</td>
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<td>Children play with pattern blocks.</td>
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<td>An associate helps Kaylie learn to cut her own pancakes.</td>
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<td>Vocabulary development and one-to-one correspondence are promoted during a geometry activity.</td>
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<td>Three Beds and Four People</td>
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<td>Lining up from group time incorporates clothing awareness and number recognition.</td>
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<td>Using a Microscope</td>
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<td>Tjaden’s curiosity for observing insects is fulfilled with a microscope.</td>
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<td>Children practicing healthy habits.</td>
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<td>Water Table—Full Cup</td>
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<td>Brenton explores the nature of water.</td>
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<td>Water Table—Funnel</td>
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<td>Ms. Wignall helps a child explore the nature of water.</td>
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<td>A lesson in comparison related to the weather in November.</td>
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<td>A conflict between friends resolved with words.</td>
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<td>What Sounds Do You Hear?</td>
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<td>Where’s the Fire?</td>
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<td>Dramatic play centered on firefighters.</td>
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<td>Which One is Missing?</td>
<td>(2:35)</td>
<td>A game that builds memory and reasoning skills.</td>
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## Brushing Teeth

(1:34)

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### Social and Emotional Development

**Self Concept**

- Develops growing capacity for independence in a range of activities, routines, and tasks.

**Self Control**

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

### Physical Health and Development

**Fine Motor Skills**

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.

**Health Status and Practices**

- Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.
## Building a Support

(1:48)

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### Language Development

**Speaking and Communicating**

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

### Mathematics

**Geometry and Spatial Sense**

- Progresses in ability to put together and take apart shapes.

### Science

**Scientific Knowledge**

- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

### Social and Emotional Development

**Cooperation**

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
Approaches to Learning

Initiative and Curiosity

- Approaches tasks and activities with increased flexibility, imagination and inventiveness.

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences

Reasoning and Problem Solving

- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults

Physical Health and Development

Fine Motor Skills

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
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**Mathematics**

**Geometry and Spatial Sense**
- Progresses in ability to put together and take apart shapes.

**Social and Emotional Development**

**Cooperation**
- Increases abilities to sustain interactions with peers by helping, sharing and discussion.

**Social Relationships**
- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

**Physical Health and Development**

**Fine Motor Skills**
- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
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**Language Development**

**Listening and Understanding**

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

**Speaking and Communicating**

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

**Science**

**Scientific Skills and Methods**

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.

**Social and Emotional Development**

**Self Control**

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

**Cooperation**

- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

(Can I Play? Continued)
Approaches to Learning

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences

Physical Health and Development

Fine Motor Skills

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
Clean Up Time

(2:22)

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**Language Development**

**Listening and Understanding**

- Shows progress in understanding and following simple and multiple-step directions.

**Speaking and Communicating**

- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

**Mathematics**

**Patterns and Measurement**

- Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
- Begins to make comparisons between several objects based on a single attribute.

**Science**

**Scientific Skills and Methods**

- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.

**Social and Emotional Development**

**Self Control**

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
(Clean Up Time Continued)

**Cooperation**

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

**Knowledge of Families and Communities**

- Develops growing awareness of jobs and what is required to perform them

**Approaches to Learning**

**Initiative and Curiosity**

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.

**Engagement and Persistence**

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

**Reasoning and Problem Solving**

- Develops increasing abilities to classify, compare and contrast objects, events and experiences
Creating Patterns

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**Mathematics**

**Number and Operations**

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

**Geometry and Spatial Sense**

- Builds in increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.

**Patterns and Measurement**

- Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.
- Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
- Begins to make comparisons between several objects based on a single attribute.

**Creative Arts**

**Art**

- Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
(Creating Patterns Continued)

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Demonstrates increasing ability to set goals and develop and follow through on plans.
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Physical Health and Development

Fine Motor Skills

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors
Exploring 3D Shapes

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Language Development

Listening and Understanding
- Understands an increasingly complex and varied vocabulary.

Speaking and Communicating
- Uses an increasingly complex and varied spoken vocabulary.

Mathematics

Number and Operations
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Geometry and Spatial Sense
- Begins to recognize, describe, compare and name common shapes, their parts and attributes.
- Begins to be able to determine whether or not two shapes are the same size and shape.

Science

Scientific Skills and Methods
- Develops growing abilities to conflict, describe and record information through a variety of means, including discussion, drawings, maps, and charts.

Scientific Knowledge
- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
(Exploring 3D Shapes Continued)

Social and Emotional Development

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Approaches to Learning

Initiative and Curiosity

- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.
Exploring Water

(2:01)

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Language and Development

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs and poems.
- Understands an increasingly complex and varied vocabulary.

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

Science

Scientific Skills and Methods

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops growing abilities to conflict, describe and record information through a variety of means, including discussion, drawings, maps, and charts.

Scientific Knowledge

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
Social and Emotional Development

Self Concept

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.
- Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.

Self Control

- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.

Social Relationships

- Shows progress in developing friendships with peers

Approaches to Learning

Initiative and Curiosity

- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Reasoning and Problem Solving

- Develops increasing ability to find more than one solution to a question, task or problem.

Physical Health and Development

Fine Motor Skills

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
Gas Station

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Language Development

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs and poems.

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

Mathematics

Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increasing ability to count in sequence to 10 and beyond

Social and Emotional Development

Self Control

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.
(Gas Station Continued)

Physical Health and Development

Gross Motor

- Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping

Health Status and Practices

- Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.
Graphing with Blocks

(3:40)

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Literacy

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos

Mathematics

Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to make use of one to one correspondences in counting objects and matching groups of objects.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Patterns and Measurement

- Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
- Begins to make comparisons between several objects based on a single attribute.
(Graphing with Blocks Continued)

Science

Scientific Skills and Methods

- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
- Develops growing abilities to conflict, describe and record information through a variety of means, including discussion, drawings, maps, and charts.

Approaches to Learning

Initiative and Curiosity

- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences

Reasoning and Problem Solving

- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults

Physical Health and Development

Health Status and Practices

- Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.
Gross Motor Supervision and Interaction (1:08)

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### Social and Emotional Development

#### Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

### Approaches to Learning

#### Initiative and Curiosity

- Develops increased ability to make independent choices

### Physical Health and Development

#### Gross Motor

- Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.
- Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.

#### Health Status and Practices

- Progresses in physical growth, strength, stamina, and flexibility.
- Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.
Guess the Tool

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Language Development

Listening and Understanding

- Understands an increasingly complex and varied vocabulary.

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.

Science

Scientific Skills and Methods

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to describe predictions, explanations and generalizations based on past experiences.

Scientific Knowledge

- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
(Guess the Tool Continued)

Social and Emotional Development

Self Control

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Reasoning and Problem Solving

- Develops increasing abilities to classify, compare and contrast objects, events and experiences
How Can You Solve That? (1:56)

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Language Development

Listening and Understanding

- Shows progress in understanding and following simple and multiple-step directions.

Social and Emotional Development

Self Control

- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Approaches to Learning

Reasoning and Problem Solving

- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults.
**Language Development**

**Listening and Understanding**

- Shows progress in understanding and following simple and multiple-step directions.
- Understands an increasingly complex and varied vocabulary.

**Speaking and Communicating**

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

**Mathematics**

**Number and Operations**

- Begins to make use of one to one correspondences in counting objects and matching groups of objects.

**Geometry and Spatial Sense**

- Progresses in ability to put together and take apart shapes.

**Social and Emotional Development**

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
### How Many Are Here Today? (1:52)

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### Literacy

**Print Awareness and Concepts**

- Shows increasing awareness of print in classroom, home and community settings.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.

### Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
- Progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.

### Mathematics

**Number and Operations**

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to make use of one to one correspondences in counting objects and matching groups of objects.
(How Many are Here Today Continued)

Social and Emotional Development

Self Concept

- Develops growing capacity for independence in a range of activities, routines, and tasks.

Knowledge of Families and Communities

- Develops growing awareness of jobs and what is required to perform them
Language Development

Listening and Understanding

• Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

Speaking and Communicating

• Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

Literacy

Book Knowledge and Appreciation

• Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
• Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
• Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
• Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.
(How Many Now? Continued)

Mathematics

Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to make use of one to one correspondences in counting objects and matching groups of objects.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
- Develops increased abilities to combine, separate and name “how many” concrete objects.

Geometry and Spatial Sense

- Begins to be able to determine whether or not two shapes are the same size and shape.

Science

Scientific Skills and Methods

- Begins to describe predictions, explanations and generalizations based on past experiences.
- Develops growing abilities to conflict, describe and record information through a variety of means, including discussion, drawings, maps, and charts.

Social and Emotional Development

Cooperation

- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.
How to Draw Money

(2:49)

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Language Development

Listening and Understanding
- Shows progress in understanding and following simple and multiple-step directions.

Speaking and Communicating
- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.

 Literacy

Print Awareness and Concepts
- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.

Creative Arts

Art
- Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
- Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- Begins to understand and share options about artistic products and experiences.
Social and Emotional Development

Self Control

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Shows progress in developing friendships with peers
- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Engagement and Persistence

- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Reasoning and Problem Solving

- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults

Physical Health and Development

Fine Motor Skills

- Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes and various types of technology.
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### Language Development

**Listening and Understanding**

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Understands an increasingly complex and varied vocabulary.

**Speaking and Communicating**

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.
(Humpty Dumpty Continued)

**Literacy**

**Book Knowledge and Appreciation**

- Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.

**Print Awareness and Concepts**

- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.

**Science**

**Scientific Skills and Methods**

- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to describe predictions, explanations and generalizations based on past experiences.

**Scientific Knowledge**

- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

**Approaches to Learning**

**Initiative and Curiosity**

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

**Engagement and Persistence**

- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
I Can Do This by Myself

(5:15)

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Click the title above to see the HSCOF standards for this video.

**Mathematics**

**Geometry and Spatial Sense**

- Progresses in ability to put together and take apart shapes.

**Social and Emotional Development**

**Self Concept**

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.
- Develops growing capacity for independence in a range of activities, routines, and tasks.

**Approaches to Learning**

**Initiative and Curiosity**

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices

**Engagement and Persistence**

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

**Physical Health and Development**

**Fine Motor Skills**

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
I Can Read!

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Language Development

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

Literacy

Book Knowledge and Appreciation

- Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
- Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
- Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.
(I Can Read! Continued)

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
- Recognizes a word as a unit of print, or awareness that letters are grouped to form words and that words are separated by spaces.

Social and Emotional Development

Self Concept

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.
- Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.

Approaches to Learning

Initiative and Curiosity

- Develops increased ability to make independent choices.
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.
- Demonstrates increasing ability to set goals and develop and follow through on plans.
I Like You! I Like You!

(3:39)

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**Other Standards to Consider**

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**Language Development**

**Listening and Understanding**

- Shows progress in understanding and following simple and multiple-step directions.

**Speaking and Communicating**

- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

**Literacy**

**Phonological Awareness**

- Shows increasing ability to discriminate and identify sounds in spoken language.
- Shows growing awareness of beginning and ending sounds of words.
- Shows growing ability to hear and discriminate separate syllables in words.
- Associates sounds with written words, such as awareness that different words begin with the same sound.
(I Like You! I Like You! Continued)

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.

- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
- Recognizes a word as a unit of print, or awareness that letters are grouped to form words and that words are separated by spaces.

Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Begins to represent stories and experiences through pictures, dictation, and in play.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

Alphabet Knowledge

- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Identifies at least 10 letters of the alphabet, especially those in their own name.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Creative Arts

Art

- Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.

Social and Emotional Development

Self Concept

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
(I Like You! I Like You! Continued)

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Shows progress in developing friendships with peers
- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Demonstrates increasing ability to set goals and develop and follow through on plans.
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
I Love Science

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Language Development

Listening and Understanding

- Understands an increasingly complex and varied vocabulary.

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

Science

Scientific Skills and Methods

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
- Develops growing abilities to conflict, describe and record information through a variety of means, including discussion, drawings, maps, and charts.
- Begins to describe predictions, explanations and generalizations based on past experiences.
(I Love Science Continued)

**Scientific Knowledge**

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
- Expands knowledge of and respect for their body and the environment
- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

**Social and Emotional Development**

**Self Concept**

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.
- Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments

**Self Control**

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

**Approaches to Learning**

**Initiative and Curiosity**

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

**Engagement and Persistence**

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
I Want to Play

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Language Development

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

Social and Emotional Development

Self Concept

- Develops growing capacity for independence in a range of activities, routines, and tasks.

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.
(I Want to Play)

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Shows progress in developing friendships with peers
- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

Approaches to Learning

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences

Physical Health and Development

Health Status and Practices

- Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.
**If You See a Snake**

(1:27)

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### Language Development

#### Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Understands an increasingly complex and varied vocabulary.

#### Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.

### Science

#### Scientific Knowledge

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.

### Social and Emotional Development

#### Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
(If You See a Snake Continued)

Physical Health and Development

Health Status and Practices

- Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.
**Labeling Seeds**

(2:56)

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### Language Development

**Listening and Understanding**

- Understands an increasingly complex and varied vocabulary.

**Speaking and Communicating**

- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

### Literacy

**Phonological Awareness**

- Shows increasing ability to discriminate and identify sounds in spoken language.
- Shows growing awareness of beginning and ending sounds of words.
- Shows growing ability to hear and discriminate separate syllables in words.
- Associates sounds with written words, such as awareness that different words begin with the same sound.
(Labeling Seeds Continued)

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
- Recognizes a word as a unit of print, or awareness that letters are grouped to form words and that words are separated by spaces.

Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

Social and Emotional Development

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
Let's Share a Book

(2:55)

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Language Development

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.

Literacy

Phonological Awareness

- Shows increasing ability to discriminate and identify sounds in spoken language.
- Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.
- Shows growing ability to hear and discriminate separate syllables in words

Book Knowledge and Appreciation

- Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
- Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story
- Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.

Print Awareness and Concepts

- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos
(Let’s Share a Book Continued)

- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
- Recognizes a word as a unit of print, or awareness that letters are grouped to form words and that words are separated by spaces.

Creative Arts

Music

- Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances

Social and Emotional Development

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
Look What We Have Made

(3:16)

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Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes

Literacy

Print Awareness and Concepts

- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.

Book Knowledge and Appreciation

- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
- Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.

Mathematics

Geometry and Spatial Sense

- Begins to be able to determine whether or not two shapes are the same size and shape.

Science

Scientific Skills and Methods

- Begins to describe predictions, explanations and generalizations based on past experiences.
(Look What We Have Made Continued)

**Scientific Knowledge**

- Expands knowledge of and respect for their body and the environment

**Social and Emotional Development**

**Cooperation**

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Shows progress in developing friendships with peers

**Approaches to Learning**

**Initiative and Curiosity**

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

**Reasoning and Problem Solving**

- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults
- Develops increasing abilities to classify, compare and contrast objects, events and experiences
Looking at Shapes

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**Mathematics**

**Geometry and Spatial Sense**

- Begins to recognize, describe, compare and name common shapes, their parts and attributes.
- Begins to be able to determine whether or not two shapes are the same size and shape.

**Science**

**Scientific Knowledge**

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.

**Social and Emotional Development**

**Cooperation**

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

**Approaches to Learning**

**Initiative and Curiosity**

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.
Making a Telescope

(3:21)

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### Social and Emotional Development

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

### Approaches to Learning

**Engagement and Persistence**

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

### Physical Health and Development

**Fine Motor Skills**

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
## Measuring with Pumpkins

(2:23)

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### Mathematics

**Number and Operations**

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
- Develops increased abilities to combine, separate and name “how many” concrete objects.

### Patterns and Measurement

- Shows progress in using standard and non-standard measures for length and area of objects.

### Science

**Scientific Skills and Methods**

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
- Begins to describe predictions, explanations and generalizations based on past experiences.

### Social and Emotional Development

**Self Control**

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
(Measuring with Pumpkins Continued)

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Reasoning and Problem Solving

- Develops increasing ability to find more than one solution to a question, task or problem.
Morning Group Job Chart (1:31)

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Language Development

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Shows progress in understanding and following simple and multiple-step directions.
- Understands an increasingly complex and varied vocabulary.

Speaking and Communication

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

Literacy

Phonological Awareness

- Associates sounds with written words, such as awareness that different words begin with the same sound.

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
(Morning Group Job Chart Continued)

**Early Writing**
- Develops understanding that writing is a way of communicating for a variety of purposes.

**Alphabet Knowledge**
- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.

**Social and Emotional Development**

**Self Control**
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

**Social Relationships**
- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

**Knowledge of Families and Communities**
- Develops growing awareness of jobs and what is required to perform them

**Approaches to Learning**

**Initiative and Curiosity**
- Chooses to participate in an increasing variety of tasks and activities
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.

**Engagement and Persistence**
- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Demonstrates increasing ability to set goals and develop and follow through on plans.

**Physical Health and Development**

**Health Status and Practices**
- Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.
**My Machine**

(0:54)

## Standards in this video

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## Language Development

### Listening and Understanding
- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Understands an increasingly complex and varied vocabulary.

### Speaking and Communicating
- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.

## Creative Arts

### Art
- Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
- Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- Begins to understand and share options about artistic products and experiences.
Social and Emotional Development

Self Control

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Demonstrates increasing ability to set goals and develop and follow through on plans.
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Reasoning and Problem Solving

- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults
## Name Cards

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### Literacy

#### Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
- Recognizes a word as a unit of print, or awareness that letters are grouped to form words and that words are separated by spaces.

#### Alphabet Knowledge

- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

### Mathematics

#### Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
Name Cards 2

(0:37)

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Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

Literacy

Phonological Awareness

- Shows increasing ability to discriminate and identify sounds in spoken language.

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.

Alphabet Knowledge

- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
(Name Cards 2 Continued)

Social and Emotional Development

Self Control

• Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.

• Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

• Increases abilities to sustain interactions with peers by helping, sharing and discussion.

Knowledge of Families and Communities

• Develops growing awareness of jobs and what is required to perform them
**Paper Airplanes**

(2:19)

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**Language Development**

**Speaking and Communicating**

- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

**Mathematics**

**Number and Operations**

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to make use of one to one correspondences in counting objects and matching groups of objects.

**Creative Arts**

**Art**

- Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
- Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- Begins to understand and share options about artistic products and experiences.
(Paper Airplanes Continued)

Social and Emotional Development

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Shows progress in developing friendships with peers

Approaches to Learning

Initiative and Curiosity

- Develops increased ability to make independent choices
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Demonstrates increasing ability to set goals and develop and follow through on plans.
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Physical Health and Development

Fine Motor Skills

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
Playing a Card Game

(3:39)

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**Language Development**

**Listening and Understanding**

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Shows progress in understanding and following simple and multiple-step directions.
- Understands an increasingly complex and varied vocabulary.

**Speaking and Communicating**

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.

**Literacy**

**Print Awareness and Concepts**

- Shows increasing awareness of print in classroom, home and community settings.

**Mathematics**

**Number and Operations**

- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to make use of one to one correspondences in counting objects and matching groups of objects.
- Develops increased abilities to combine, separate and name “how many” concrete objects.
(Playing a Card Game Continued)

Science

Scientific Skills and Methods

- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Develops growing abilities to conflict, describe and record information through a variety of means, including discussion, drawings, maps, and charts.

Social and Emotional Development

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Approaches to Learning

Initiative and Curiosity

- Develops increased ability to make independent choices

Engagement and Persistence

- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Reasoning and Problem Solving

- Develops increasing abilities to classify, compare and contrast objects, events and experiences

Physical Health and Development

Health Status and Practices

- Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.
Playing a Memory Game

(1:29)

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Click the text for each bullet below for other videos demonstrating that standard.

Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

Social and Emotional Development

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Shows progress in developing friendships with peers
- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
Approaches to Learning

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Reasoning and Problem Solving

- Develops increasing ability to find more than one solution to a question, task or problem.
Preschool Geometry

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Mathematics

Geometry and Spatial Sense

- Begins to recognize, describe, compare and name common shapes, their parts and attributes.
- Progresses in ability to put together and take apart shapes.
- Begins to be able to determine whether or not two shapes are the same size and shape.
- Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.

Science

Scientific Knowledge

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

Approaches to Learning

Initiative and Curiosity

- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Demonstrates increasing ability to set goals and develop and follow through on plans.
Pretend Play Firefighter

(2:57)

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**Language Development**

**Listening and Understanding**

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Understands an increasingly complex and varied vocabulary.

**Speaking and Communicating**

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

**Literacy**

**Book Knowledge and Appreciation**

- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.

**Print Awareness and Concepts**

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos

**Early Writing**

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
Mathematics

Number and Operations

- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.

Geometry and Spatial Sense

- Builds in increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.

Creative Arts

Art

- Gains ability in using different art media and materials in a variety of ways for creative expression and representation.

Dramatic Play

- Participates in a variety of dramatic play activities that become more extended and complex.
- Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.

Social and Emotional Development

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Knowledge of Families and Communities

- Begins to express and understand concepts and language of geography in the context of their classroom, home, and community.
(Pretend Play Firefighter Continued)

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.
Pretend Play with Blocks

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Creative Arts

Dramatic Play

- Participates in a variety of dramatic play activities that become more extended and complex.
- Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.

Social and Emotional Development

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.

Social Relationships

- Shows progress in developing friendships with peers

Approaches to Learning

Initiative and Curiosity

- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
(Pretend Play with Blocks Continued)

Physical Health and Development

Fine Motor Skills

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
Pumpkin Exploration

(3:25)

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**Science**

**Scientific Skills and Methods**

- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to describe predictions, explanations and generalizations based on past experiences.

**Scientific Knowledge**

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.

**Social and Emotional Development**

**Self Control**

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

**Cooperation**

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Shows progress in developing friendships with peers
Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Physical Health and Development

Fine Motor Skills

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
Purposeful Writing

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Literacy

Print Awareness and Concepts

- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos

Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.

Creative Arts

Art

- Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.

Physical Health and Development

Fine Motor Skills

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
- Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes and various types of technology.
**Reading a Class-Made Book**

(2:19)

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**Literacy**

**Book Knowledge and Appreciation**

- Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
- Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
- Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.

**Print Awareness and Concepts**

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.

**Early Writing**

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Begins to represent stories and experiences through pictures, dictation, and in play.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

**Science**

**Scientific Knowledge**

- Develops growing awareness of ideas and language related to attributes of time and temperature.
(Reading a Class Made Book Continued)

Social and Emotional Development

Self Concept

- Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments

Knowledge of Families and Communities

- Begins to express and understand concepts and language of geography in the context of their classroom, home, and community.
Reasons to Write

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Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

Literacy

Phonological Awareness

- Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.

Print Awareness and Concepts

- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.

Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Begins to represent stories and experiences through pictures, dictation, and in play.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
- Progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.

Alphabet Knowledge

- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
Mathematics

Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Begins to make use of one to one correspondences in counting objects and matching groups of objects.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
- Develops increased abilities to combine, separate and name "how many" concrete objects.

Geometry and Spatial Sense

- Begins to recognize, describe, compare and name common shapes, their parts and attributes.
- Begins to be able to determine whether or not two shapes are the same size and shape.
- Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.
- Builds in increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.

Patterns and Measurement

- Shows progress in using standard and non-standard measures for length and area of objects.

Science

Scientific Skills and Methods

- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
- Begins to describe predictions, explanations and generalizations based on past experiences.
(Rectangle Continued)

**Scientific Knowledge**

- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

**Physical Health and Development**

**Fine Motor Skills**

- Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes and various types of technology.
Sand Exploration

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**Language Development**

**Listening and Understanding**

- Shows progress in understanding and following simple and multiple-step directions.

**Speaking and Communicating**

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

**Science**

**Scientific Skills and Methods**

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.

**Scientific Knowledge**

- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
(Sand Exploration Continued)

**Social and Emotional Development**

**Self Control**

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

**Cooperation**

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

**Approaches to Learning**

**Initiative and Curiosity**

- Develops increased ability to make independent choices
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

**Engagement and Persistence**

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

**Reasoning and Problem Solving**

- Develops increasing ability to find more than one solution to a question, task or problem.
- Develops increasing abilities to classify, compare and contrast objects, events and experiences

**Physical Health and Development**

**Fine Motor Skills**

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
Sand Play

(0:57)

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Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

Science

Scientific Skills and Methods

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.

Scientific Knowledge

- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
(Sand Play Continued)

Social and Emotional Development

Self Control
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation
- Increases abilities to sustain interactions with peers by helping, sharing and discussion.

Social Relationships
- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Approaches to Learning

Initiative and Curiosity
- Chooses to participate in an increasing variety of tasks and activities
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Engagement and Persistence
- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Reasoning and Problem Solving
- Develops increasing ability to find more than one solution to a question, task or problem.
- Develops increasing abilities to classify, compare and contrast objects, events and experiences

Physical Health and Development

Fine Motor Skills
- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
Setting Up the Environment

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Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

Creative Arts

Art

- Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
- Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- Begins to understand and share options about artistic products and experiences.
(Setting Up the Environment Continued)

Social and Emotional Development

Self Concept

• Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments

Self Control

• Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

• Increases abilities to sustain interactions with peers by helping, sharing and discussion.

Social Relationships

• Shows progress in developing friendships with peers

Knowledge of Families and Communities

• Develops ability to identify personal characteristics including gender, and family composition
• Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures

Approaches to Learning

Initiative and Curiosity

• Chooses to participate in an increasing variety of tasks and activities
• Develops increased ability to make independent choices
• Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Engagement and Persistence

• Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
Sewing Cards and Puzzles

(3:24)

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Language Development

Speaking and Communicating

- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

Approaches to Learning

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Physical Health and Development

Fine Motor Skills

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
Sharing Space

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Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

Science

Scientific Knowledge

- Expands knowledge of and respect for their body and the environment
- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

Social and Emotional Development

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
(Sharing Space Continued)

Cooperation

- Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

Knowledge of Families and Communities

- Develops ability to identify personal characteristics including gender, and family composition
- Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures
- Develops growing awareness of jobs and what is required to perform them

Approaches to Learning

Engagement and Persistence

- Demonstrates increasing ability to set goals and develop and follow through on plans.

Reasoning and Problem Solving

- Develops increasing ability to find more than one solution to a question, task or problem.
- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults
Signing In

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Literacy

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.

Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
- Progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.

Alphabet Knowledge

- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Physical Health and Development

Fine Motor Skills

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
- Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes and various types of technology.
Snack Helper

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Mathematics

Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to make use of one to one correspondences in counting objects and matching groups of objects.

Social and Emotional Development

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences

Reasoning and Problem Solving

- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults
(Snack Helper Continued)

Physical Health and Development

Gross Motor

- Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.
- Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.
- Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.
Spatial Relationships

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Mathematics

Geometry and Spatial Sense

- Begins to recognize, describe, compare and name common shapes, their parts and attributes.
- Progresses in ability to put together and take apart shapes.
- Begins to be able to determine whether or not two shapes are the same size and shape.

Patterns and Measurement

- Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.
Stacking Blocks

(3:04)

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Science

Scientific Skills and Methods

- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
- Begins to describe predictions, explanations and generalizations based on past experiences.

Social and Emotional Development

Cooperation

- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences

Reasoning and Problem Solving

- Develops increasing ability to find more than one solution to a question, task or problem.
(Stacking Blocks Continued)

Physical Health and Development

Fine Motor Skills

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
Storytelling

(2:58)

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Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
**Taking Turns** (1:41)

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### Language Development

**Speaking and Communicating**

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes

### Social and Emotional Development

**Self Concept**

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.

**Self Control**

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

**Cooperation**

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
Teacher Talk

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Literacy

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos

Alphabet Knowledge

- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Social and Emotional Development

Self Concept

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
Teaching Self-Help Skills

(1:30)

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Social and Emotional Development

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Knowledge of Families and Communities

- Develops growing awareness of jobs and what is required to perform them

Physical Health and Development

Fine Motor Skills

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.

Health Status and Practices

- Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.
The Before and After Game

(2:33)

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Mathematics

Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Science

Scientific Skills and Measurement

- Begins to describe predictions, explanations and generalizations based on past experiences.

Approaches to Learning

Initiative and Curiosity

- Develops increased ability to make independent choices
The King’s Puppy

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Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

Creative Arts

Dramatic Play

- Participates in a variety of dramatic play activities that become more extended and complex.

Social and Emotional Development

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Approaches to Learning

Initiative and Curiosity

- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
They Are the Same

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**Language Development**

**Speaking and Communicating**

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.

**Mathematics**

**Number and Operations**

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
- Develops increased abilities to combine, separate and name "how many" concrete objects

**Geometry and Spatial Sense**

- Progresses in ability to put together and take apart shapes.

**Social and Emotional Development**

**Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
(They are the Same Continued)

Approaches to Learning

Initiative and Curiosity

- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Engagement and Persistence

- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
Three Beds and Four People

(0:40)

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Language Development

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

Mathematics

Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to make use of one to one correspondences in counting objects and matching groups of objects.
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
- Develops increased abilities to combine, separate and name "how many" concrete objects.

Science

Scientific Skills and Methods

- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
(Three Beds and Four People Continued)

Social and Emotional Development

Self Control

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Approaches to Learning

Engagement and Persistence

- Demonstrates increasing ability to set goals and develop and follow through on plans.

Reasoning and Problem Solving

- Develops increasing ability to find more than one solution to a question, task or problem.
- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults
- Develops increasing abilities to classify, compare and contrast objects, events and experiences

Physical Health and Development

Gross Motor

- Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.
Transition Time 2

(1:32)

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Language Development

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Shows progress in understanding and following simple and multiple-step directions.

Creative Arts

Music

- Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances
Using a Microscope

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Science

Scientific Skills and Methods

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Begins to describe predictions, explanations and generalizations based on past experiences.

Scientific Knowledge

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks
Using Descriptive Language

(4:17)

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Language Development

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary

Science

Scientific Skills and Methods

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to describe predictions, explanations and generalizations based on past experiences.
Scientific Knowledge

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

Approaches to Learning

Initiative and Curiosity

- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
Washing Hands

(0:40)

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Physical Health and Development

Health Status and Practices

- Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.
- Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.
Water Table—Full Cup

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Science

Scientific Skills and Measurements

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.

Scientific Knowledge

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.

Physical Health and Development

Fine Motor Skills

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
Water Table—Funnel

(2:27)

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### Science

**Scientific Skills and Methods**

- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.

**Scientific Knowledge**

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
### Weather Graph

(1:46)

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#### Other Standards to Consider

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### Language Development

#### Listening and Understanding
- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Understands an increasingly complex and varied vocabulary.

#### Speaking and Communicating
- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

### Literacy

#### Print Awareness and Concepts
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
(Weather Graph Continued)

Mathematics

Number and Operations

- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Patterns and Measurement

- Shows progress in using standard and non-standard measures for length and area of objects.
What Could You Say?  
(0:48)

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Social and Emotional Development

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.

Cooperation

- Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.

Social Relationships

- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
What Sounds Do You Hear? (2:32)

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Literacy

Phonological Awareness

- Shows increasing ability to discriminate and identify sounds in spoken language.
- Shows growing awareness of beginning and ending sounds of words.
- Shows growing ability to hear and discriminate separate syllables in words.
- Associates sounds with written words, such as awareness that different words begin with the same sound.
What Will Happen to the Egg? (3:37)

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Language Development

Listening and Understanding
- Shows progress in understanding and following simple and multiple-step directions.

Science

Scientific Skills and Methods
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
- Begins to describe predictions, explanations and generalizations based on past experiences.

Scientific Knowledge
- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

Social and Emotional Development

Cooperation
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Physical Health and Development

Gross Motor Skills
- Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.
Where’s the Fire?

(1:48)

Standards in this video

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Language Development

Listening and Understanding

- Understands an increasingly complex and varied vocabulary.

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

Literacy

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.

Mathematics

Number and Operations

- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.

Creative Arts

Dramatic Play

- Participates in a variety of dramatic play activities that become more extended and complex.
- Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
(Where’s the Fire? Continued)

Social and Emotional Development

Knowledge of Families and Communities

- Begins to express and understand concepts and language of geography in the context of their classroom, home, and community.

Approaches to Learning

Initiative and Curiosity

- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
**Which One is Missing?**

(2:40)

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**Science**

**Scientific Skills and Methods**

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.

**Scientific Knowledge**

- Develops growing awareness of ideas and language related to attributes of time and temperature.

---

**Approaches to Learning**

**Initiative and Curiosity**

- Develops increased ability to make independent choices

**Engagement and Persistence**

- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

**Reasoning and Problem Solving**

- Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults
Iowa Early Learning Standards

By Standard Number

7.1 Brushing Teeth
   If You See a Snake
   Washing Hands

7.2 Exploring 3D Shapes
   Gross Motor Supervision and Interaction
   Guess the Tool
   Sand Exploration
   Sand Play
   Transition Time 2
   Using a Microscope
   Using Descriptive Language
   Which One is Missing?

7.3 Gross Motor Supervision and Interaction

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
7.4 Brushing Teeth
  Building a Support
  Building Together
  I Can Do This by Myself
  *I Like You! I Like You!*
  I Love Science!
  *Labeling Seeds*
  Making a Telescope
  Pumpkin Exploration
  Purposeful Writing
  Sand Exploration
  *Sand Play*
  Sewing Cards and Puzzles
  Signing In
  Teaching Self-Help Skills
  *Using Descriptive Language*

8.1 Exploring 3D Shapes
  Exploring Water
  Guess the Tool
  *I Like You! I Like You!*
  I Love Science!

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(8.1 Continued)

Look What We Have Made
Looking at Shapes
Pumpkin Exploration

Sand Play

The King’s Puppy
Using a Microscope
Using Descriptive Language

Weather Graph

What Will Happen to the Egg?

8.2 Building a Support

Building Together
Can I Play?
Creating Patterns

Graphing with Blocks
Humpty Dumpty

I Can Do This by Myself
I Like You! I Like You!
I Love Science!

Making a Telescope

Measuring with Pumpkins
Morning Group Job Chart

Video titles in italics are videos that appear in “Other Standards to Consider” tables only
(8.2 Continued)

Preschool Geometry

Rectangle

Stacking Blocks

*Using Descriptive Language*

8.3 Building a Support

Cleaning Up Spilled Milk

Creating Patterns

How Can You Solve That?

If I Say Please

Playing a Card Game

Pretend Play with Blocks

*Sand Play*

Spatial Relationships

The Before and After Game

Three Beds and Four People

Which One is Missing?

9.1 I Can Read!

I Love Science!

I Want to Play

Labeling Seeds

*Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only*
(9.1 Continued)

Reading a Class-Made Book
Setting Up the Environment
Taking Turns
Teacher Talk
What Could You Say?

9.2 Brushing Teeth
How to Draw Money

*Humpty Dumpty*

I Can Do This by Myself
I Want to Play
If I Say Please

Playing a Memory Game
Pretend Play with Blocks

*Sand Play*

Sharing Space
Taking Turns
Transition Time

*Using Descriptive Language*

*Washing Hands*

*Weather Graph*
(9.2 Continued)

What Could You Say?

9.3 Cleaning Up Spilled Milk

Gross Motor Supervision and Interaction

How Do They Fit?

How to Draw Money

Humpty Dumpty

I Can Read!

I Like You! I Like You!

I Love Science!

I Want to Play

If You See a Snake

Labeling Seeds

Let’s Share a Book

Look What We Have Made

Looking at Shapes

Making a Telescope

Morning Message

My Machine

Rectangle

Sand Exploration

Sand Play

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(9.3 Continued)

Teacher Talk

Teaching Self-Help Skills

The King’s Puppy

They Are the Same

Three Beds and Four People

*Using Descriptive Language*

*Weather Graph*

9.4 Building Together

Can I Play?

Exploring Water

*I Like You! I Like You!*

If I Say Please

Labeling Seeds

Playing a Card Game

Playing a Memory Game

*Pretend Play with Blocks*

Pumpkin Exploration

Setting Up The Environment

Sharing Space

Taking Turns

What Could You Say?

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
9.5  Can I Play?
    Cleanup Time
    How Many Are Here Today?
    I Like You! I Like You!
    Morning Group Job Chart
    Name Cards 2
    Paper Airplanes
    Reading a Class-Made Book
    Sharing Space
    Snack Helper
    Storytelling

10.1  Exploring Water

    *Gross Motor Supervision and Interaction*
    How Do They Fit?
    How to Draw Money
    Humpty Dumpty
    *I Love Science!*
    If You See a Snake

    *Labeling Seeds*
    Morning Group Job Chart
    Morning Message
    My Machine

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(10.1 Continued)

Playing a Memory Game

Pretend Play Firefighter

*Pretend Play with Blocks*

*Sand Play*

*Sharing Space*

The King’s Puppy

They Are the Same

Transition Time 2

Using Descriptive Language

Weather Graph

What Could You Say?

What Will Happen to the Egg?

What Sounds Do You Hear?

Where’s the Fire?

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
10.2 Humpty Dumpty

I Can Read!
Let’s Share a Book
Look What We Have Made

Morning Group Job Chart
Morning Message
Name Cards
Name Cards 2
Signing In
Teacher Talk
What Sounds Do You Hear?

10.3 How Many Are Here Today?

I Like You! I Like You!
Labeling Seeds
Purposeful Writing
Reading a Class-Made Book
Reasons To Write
Signing In

11.1 Gas Station

Graphing with Blocks
How Do They Fit?
How Many Are Here Today?
How Many Now?

Video titles in italics are videos that appear in “Other Standards to Consider” tables only.
(11.1 Continued)
Measuring with Pumpkins
Name Cards
Paper Airplanes
Playing a Card Game
Snack Helper
The Before and After Game
They Are the Same
Three Beds and Four People
Weather Graph
Where’s the Fire?

11.2 Creating Patterns
How Many Now?
Spatial Relationships
Stacking Blocks

11.3 Exploring 3D Shapes
Looking at Shapes
Preschool Geometry
Spatial Relationships

11.4 Guess the Tool
Labeling Seeds
Sand Play
Using a Microscope
Water Table—Full Cup

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(11.4 Continued)

Water Table—Funnel

What Will Happen to the Egg?

11.5 Rectangle

Sand Play

Stacking Blocks

The Before and After Game

Which One is Missing?

11.6 Cleanup Time

Graphing with Blocks

Measuring with Pumpkins

Weather Graph

12.1 I Like You! I Like You!

My Machine

Paper Airplanes

Setting Up the Environment

12.2 Let’s Share a Book

Transition Time 2

12.3 Gas Station

Pretend Play Firefighter

Pretend Play with Blocks

Three Beds and Four People

Where’s the Fire?

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
Iowa Quality Preschool Program Standards

By Standard Number

1.5 Exploring Water

1.8 How Can You Solve That?

2.5 Playing a Card Game

2.7 How to Draw Money

Transition Time

2.8 Exploring Water

Gross Motor Supervision and Interaction

How Can You Solve That?

I Can Do This by Myself

Making a Telescope

Playing a Memory Game

Pumpkin Exploration

Sand Play

Setting Up the Environment

Using Descriptive Language

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.8 Continued)

Weather Graph

What Will Happen to the Egg?

Which One is Missing?

2.9 Guess the Tool

Humpty Dumpty

Looking at Shapes

The Before and After Game

They Are the Same

Using a Microscope

Using Descriptive Language

Weather Graph

Which One is Missing?

2.10 I Like You! I Like You!

I Love Science!

Labeling Seeds

Using Descriptive Language

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
2.11 Spatial Relationships

Stacking Blocks

2.12 Building a Support

Can I Play?

Cleaning Up Spilled Milk

_Gross Motor Supervision and Interaction_

_Humpty Dumpty_

_I Like You! I Like You!_

I Love Science!

I Want to Play

If You See a Snake

_Labeling Seeds_

Let’s Share a Book

Measuring with Pumpkins

Paper Airplanes

Reading a Class-Made Book

Sand Play

Video titles in _italics_ are videos that appear in “Other Standards to Consider” tables only
(2.12 Continued)

Sewing Cards and Puzzles

_Sharing Space_

Taking Turns

Teacher Talk

The King’s Puppy

They Are the Same

_Three Beds and Four People_

_Using Descriptive Language_

Water Table—Funnel

What Could You Say?

_What Sounds Do You Hear?_

2.13 Brushing Teeth

Building Together

Can I Play?

Creating Patterns

_Labeling Seeds_

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.13 Continued)

I Can Do This by Myself

I Like You! I Like You!

I Love Science!

Making a Telescope

Purposeful Writing

Sand Play

Sewing Cards and Puzzles

Signing In

Spatial Relationships

Teacher Talk

Teaching Self-Help Skills

Using Descriptive Language

2.14 Gross Motor Supervision and Interaction

2.15 Building a Support

Exploring Water

Humpty Dumpty

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.15 Continued)

I Like You! I Like You!

If You See a Snake

Labeling Seeds

Morning Group Job Chart

My Machine

Pretend Play with Blocks

Rectangle

Sand Play

Sewing Cards and Puzzles

Sharing Space

Storytelling

The King’s Puppy

Using Descriptive Language

Water Table- Funnel

Weather Graph

What Could You Say?

Video titles in italics are videos that appear in “Other Standards to Consider” tables only
2.16  *Gross Motor Supervision and Interaction*

How Do They Fit?

Humpty Dumpty

*Labeling Seeds*

Morning Group Job Chart

*My Machine*

Sand Play

*Sewing Cards and Puzzles*

The King’s Puppy

*Water Table- Funnel*

What Sounds Do You hear?

Where’s the Fire?

2.17  If I Say Please

Pretend Play with Blocks

Sharing Space

*What Could You Say?*

2.18  Look What We Have Made

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only.
(2.18 continued)

Playing a Memory Game

*Pretend Play with Blocks*

Setting Up the Environment

2.19  *Humpty Dumpty*

*Labeling Seeds*

*Morning Group Job Chart*

*Morning Message*

Name Cards 2

Reasons to Write

Signing In

What Sounds Do You hear?

2.20  How Many Now?

*Humpty Dumpty*

I Can Read!

Let’s Share a Book

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.20 Continued)

Look What We Have Made

Storytelling

2.21 How Many Are Here Today?

I Like You! I Like You!

_Labeling Seeds_

Morning Message

Purposeful Writing

Reasons to Write

Signing In

2.22 _I Like You! I Like You!

Labeling Seeds

Morning Message

Teacher Talk

What Sounds Do You hear?

2.23 Graphing with Blocks

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
2.23 Graphing with Blocks

How Do They Fit?

How Many Are Here Today?

How Many Now?

Measuring with Pumpkins

Paper Airplanes

The Before and After Game

They Are the Same

Three Beds and Four People

Transition Time

2.24 Creating Patterns

Exploring 3D Shapes

Graphing with Blocks

Playing a Card Game

2.25 Graphing with Blocks

Measuring with Pumpkins

Rectangle

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.25 Continued)

Weather Graph

2.26 Exploring 3D Shapes

How to Draw Money

Looking at Shapes

Preschool Geometry

Spatial Relationships

2.27 *Humpty Dumpty*

I Love Science!

*Labeling Seeds*

Sand Exploration

Using Descriptive Language

Water Table—Full Cup

Water Table—Funnel

Weather Graph

2.28 Sand Exploration

*Sand Play*

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.28 Continued)

Using a Microscope

*Using Descriptive Language*

Water Table—Full Cup

Water Table—Funnel

What Will Happen to the Egg?

Which One is Missing?

2.30 Humpty Dumpty

Using a Microscope

2.32 Creating Patterns

Gas Station

*I Like You! I Like You!*

My Machine

Pretend Play Firefighter

Pretend Play with Blocks

Where’s the Fire?

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
2.33 Brushing Teeth

Washing Hands

2.35 Gross Motor Supervision and Interaction

2.36 Gross Motor Supervision and Interaction

2.37 I Want to Play

Morning Group Job Chart

Name Cards 2

Playing a Memory Game

Reading a Class-Made Book

Taking Turns

2.39 Gas Station

Guess the Tool

Where’s the Fire?

3.1 Building Together

I Can Do This by Myself

Making a Telescope

Sand Exploration

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(3.1 Continued)

Sand Play

Setting Up the Environment

Spatial Relationships

Stacking Blocks

Using Descriptive Language

*Weather Graph*

3.2 How to Draw Money

Pumpkin Exploration

Transition Time

Transition Time 2

3.3 Cleanup Time

*Washing Hands*

3.4 Building a Support

How Can You Solve That?

Name Cards

Playing a Card Game

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(3.4 Continued)

Snack Helper

Transition Time 2

3.5 Cleaning Up Spilled Milk

I Want to Play

If I Say Please

Name Cards

Sharing Space

Taking Turns

Teaching Self-Help Skills

*Using Descriptive Language*

What Could You Say?

3.6 If I Say Please

*Sand Play*

*Sharing Space*

What Could You Say?

3.7 *Sharing Space*
3.9  *Gross Motor Supervision and Interaction*

Sharing Space

*What Could You Say?*

3.10 Building Together

*How Many are Here Today?*

*Morning Group Job Chart*

*Morning Message*

Reading a Class-Made Book

*What Sounds Do You Hear?*

3.11 Labeling Seeds

3.12 Look What We Have Made

Paper Airplanes

Spatial Relationships

Stacking Blocks

Three Beds and Four People

Transition Time 2

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only.
(3.12 Continued)

*Using Descriptive Language*

3.13 *What Sounds Do You Hear?*

3.15 *How Do They Fit?*

3.16 *Water Table—Full Cup*

3.17 *Exploring 3D Shapes*

  Looking at Shapes

  *My Machine*

  Rectangle

  *Sand Play*

  The Before and After Game

  Three Beds and Four People

  What Will Happen to the Egg?

  Water Table—Full Cup

3.18 *Guess the Tool*

  *I Like You! I Like You!*

  *Labeling Seeds*

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(3.18 Continued)

My Machine

3.19 Let’s Share a Book

I Like You! I Like You!

Pumpkin Exploration

What Sounds Do You Hear?

3.20 Brushing Teeth

Cleaning Up Spilled Milk

How Many Are Here Today?

Morning Message

Humpty Dumpty

Teaching Self-Help Skills

What Sounds Do You Hear?

Video titles in _italics_ are videos that appear in “Other Standards to Consider” tables only.
National Association for the Education of Young Children Standards and Accreditation Criteria

By Standard Number

1.C.03  Exploring Water

1.D.05  How Can You Solve That?

2.A.05  Playing a Card Game

2.A.07  How to Draw Money

    Transition Time

2.A.08  Exploring Water

    Gross Motor Supervision and Interaction

    How Can You Solve That?

    I Can Do This by Myself

    Making a Telescope

    Playing a Memory Game

    Pumpkin Exploration

    Sand Play

    Setting Up the Environment

    Using Descriptive Language

Video titles in italics are videos that appear in “Other Standards to Consider” tables only
(2.A.08 Continued)

Weather Graph

What Will Happen to the Egg?

Which One is Missing?

2.A.10 Guess the Tool

Humpty Dumpty

Looking at Shapes

The Before and After Game

They Are the Same

Using a Microscope

Using Descriptive Language

Weather Graph

Which One is Missing?

2.A.11 I Like You! I Like You!

I Love Science!

Labeling Seeds

Using Descriptive Language

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
2.A.12 Spatial Relationships

Stacking Blocks

2.B.01 Building a Support

Can I Play?

Cleaning Up Spilled Milk

_Gross Motor Supervision and Interaction_

_Humpty Dumpty_

_I Like You! I Like You!_

I Love Science!

I Want to Play

If You See a Snake

_Labeling Seeds_

Let’s Share a Book

Measuring with Pumpkins

Paper Airplanes

Reading a Class-Made Book

Sand Play

Video titles in _italics_ are videos that appear in “Other Standards to Consider” tables only
(2.B.01 Continued)

Sewing Cards and Puzzles

*Sharing Space*

Taking Turns

Teacher Talk

The King’s Puppy

They Are the Same

*Three Beds and Four People*

*Using Descriptive Language*

Water Table—Funnel

What Could You Say?

*What Sounds Do You Hear?*

2.C.03 Brushing Teeth

Building Together

Can I Play?

Creating Patterns

*Labeling Seeds*

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.C.03 Continued)

I Can Do This by Myself

*I Like You! I Like You!*

*I Love Science!*

Making a Telescope

Purposeful Writing

*Sand Play*

Sewing Cards and Puzzles

Signing In

Spatial Relationships

Teacher Talk

Teaching Self-Help Skills

*Using Descriptive Language*

2.C.04 *Gross Motor Supervision and Interaction*

2.D.03 Building a Support

Exploring Water

*I Like You! I Like You!*

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.D.03 Continued)

If You See a Snake

*Labeling Seeds*

*Humpty Dumpty*

Morning Group Job Chart

My Machine

Pretend Play with Blocks

Rectangle

*Sand Play*

Sewing Cards and Puzzles

*Sharing Space*

Storytelling

The King’s Puppy

Using Descriptive Language

*Water Table- Funnel*

Weather Graph

*What Could You Say?*

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
2.D.04  *Gross Motor Supervision and Interaction*

How Do They Fit?

Humpty Dumpty

*Labeling Seeds*

Morning Group Job Chart

*My Machine*

Sand Play

*Sewing Cards and Puzzles*

The King’s Puppy

*Water Table- Funnel*

What Sounds Do You hear?

Where’s the Fire?

2.D.06  If I Say Please

Pretend Play with Blocks

Sharing Space

*What Could You Say?*

2.D.07  Look What We Have Made

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.D.07 Continued)

Playing a Memory Game

*Pretend Play with Blocks*

Setting Up the Environment

2.E.03  *Humpty Dumpty*

*Labeling Seeds*

*Morning Group Job Chart*

*Morning Message*

Name Cards 2

Reasons to Write

Signing In

What Sounds Do You hear?

2.E.04  How Many Now?

*Humpty Dumpty*

*I Can Read!*

Let’s Share a Book

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.E.04 Continued)

Look What We Have Made

Storytelling

2.E.05 How Many Are Here Today?

I Like You! I Like You!

*Labeling Seeds*

Morning Message

Purposeful Writing

Reasons to Write

Signing In

2.E.06 *I Like You! I Like You!*

Labeling Seeds

Morning Message

Teacher Talk

What Sounds Do You hear?

2.F.02 Graphing with Blocks

How Do They Fit?

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.F.02 Continued)

How Many Are Here Today?

How Many Now?

Measuring with Pumpkins

Paper Airplanes

The Before and After Game

They Are the Same

Three Beds and Four People

Transition Time

2.F.03 Creating Patterns

Exploring 3D Shapes

Graphing with Blocks

Playing a Card Game

2.F.05 Graphing with Blocks

Measuring with Pumpkins

Rectangle

Weather Graph

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
2.F.06  Exploring 3D Shapes

   How to Draw Money

   Looking at Shapes

   Preschool Geometry

   Spatial Relationships

2.G.02  *Humpty Dumpty*

   I Love Science!

   *Labeling Seeds*

   Sand Exploration

   Using Descriptive Language

   Water Table—Full Cup

   Water Table—Funnel

   Weather Graph

2.G.06  Sand Exploration

   *Sand Play*

   Using a Microscope

   *Using Descriptive Language*

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(2.G.06 Continued)

Water Table—Full Cup

Water Table—Funnel

What Will Happen to the Egg?

Which One is Missing?

2.H.02 Using a Microscope

2.J.06 Creating Patterns

Gas Station

I Like You! I Like You!

My Machine

Pretend Play Firefighter

Pretend Play with Blocks

Where’s the Fire?

2.K.01 Brushing Teeth

Washing Hands

2.K.03 Gross Motor Supervision and Interaction

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
2.K.04  Gross Motor Supervision and Interaction

2.L.02  I Want to Play

   Morning Group Job Chart

   Name Cards 2

   Playing a Memory Game

   Reading a Class-Made Book

   Taking Turns

2.L.04  Gas Station

   Guess the Tool

   Where’s the Fire?

3.A.04  Building Together

   I Can Do This by Myself

   Making a Telescope

   Sand Exploration

   Sand Play

   Setting Up the Environment

   Spatial Relationships

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
(3.A.04 Continued)

Stacking Blocks

Using Descriptive Language

*Weather Graph*

3.A.05 How to Draw Money

Pumpkin Exploration

Transition Time

Transition Time 2

3.A.07 Cleanup Time

*Washing Hands*

3.B.02 Building a Support

How Can You Solve That?

Name Cards

Playing a Card Game

Snack Helper

Transition Time 2

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
3.B.05  Cleaning Up Spilled Milk

   I Want to Play

   If I Say Please

   Name Cards

   Sharing Space

   Taking Turns

   Teaching Self-Help Skills

   *Using Descriptive Language*

   What Could You Say?

3.B.06  If I Say Please

   *Sand Play*

   *Sharing Space*

   What Could You Say?

3.B.08  *Sharing Space*

3.C.04  *Gross Motor Supervision and Interaction*

   Sharing Space

   *What Could You Say?*
3.D.10 Building Together

*How Many are Here Today?*

*Morning Group Job Chart*

*Morning Message*

Reading a Class-Made Book

*What Sounds Do You Hear?*

3.D.11 Labeling Seeds

3.E.04 Look What We Have Made

Paper Airplanes

Spatial Relationships

Stacking Blocks

Three Beds and Four People

Transition Time 2

*Using Descriptive Language*

3.F.01 *What Sounds Do You Hear?*

3.F.04 How Do They Fit?

3.G.02 Water Table—Full Cup

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
3.G.07 Exploring 3D Shapes

Looking at Shapes

My Machine

Rectangle

Sand Play

The Before and After Game

Three Beds and Four People

Water Table-Full Cup

What Will Happen to the Egg?

3.G.08 Guess the Tool

I Like You! I Like You!

Labeling Seeds

My Machine

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
3.G.12 I Like You! I Like You!

Let’s Share a Book

Pumpkin Exploration

What Sounds Do You Hear?

3.G.13 Brushing Teeth

Cleaning Up Spilled Milk

How Many Are Here Today?

Humpty Dumpty

Morning Message

Teaching Self-Help Skills

What Sounds Do You Hear?

Video titles in *italics* are videos that appear in “Other Standards to Consider” tables only
Head Start Preschool Performance Standards

By Standard Number

1304.21 (a)(1)(i)  Graphing With Blocks
Name Cards
Pumpkin Exploration

1304.21(a)(1)(ii)  Name Cards

1304.21 (a)(1)(iii)  If I Say Please
Humpty Dumpty

1304.21 (a)(1)(iv)  Brushing Teeth
Exploring 3D Shapes
Guess the Tool
How Do They Fit?
Name Cards 2
Pretend Play Firefighter
Where's The Fire?

1304.21 (a)(3)(i)(A)  Humpty Dumpty

1304.21 (a)(3)(i)(B)  Cleaning Up Spilled Milk
I Can Do This by Myself
Morning Group Job Chart
Playing a Memory Game
Rectangle
(1304.21 (a) (3)(i)(B) Continued)

Setting Up the Environment

Teaching Self-Help Skills

Transition Time 2

Washing Hands

1304.21 (a)(3)(i)(C) Building A Support

Gross Motor Supervision and Interaction

Looking At Shapes

Playing a Card Game

Rectangle

Transition Time

1304.21 (a)(3)(i)(D) I Want To Play

Paper Airplanes

Playing a Memory Game

Pretend Play Firefighter

Sharing Space

Taking Turns

What Could You Say?

1304.21 (a)(3)(ii) Clean Up Time

How to Draw Money
(1304.21 (a)(3)(ii) Continued)

Signing In

Transition Time

Transition Time 2

1304.21 (a)(4)(i) Building A Support

Guess the Tool

How Many Now?

I Love Science!

My Machine

Preschool Geometry

Sand Exploration

Spatial Relationships

Stacking Blocks

Water Table-Full Cup

Water Table-Funnel

What Will Happen To The Egg?

1304.21 (a)(4)(ii) How to Draw Money

If You See A Snake

Making A Telescope

My Machine

Paper Airplanes
(1304.21 (a)(4)(ii) Continued)

Pretend Play Firefighter

Pretend Play With Blocks

Setting Up the Environment

Storytelling

The King's Puppy

Using Descriptive Language

Where's The Fire?

1304.21 (a)(4)(iii)

Exploring 3D Shapes

Graphing With Blocks

Gross Motor Supervision and Interaction

How Can You Solve That?

I Like You! I Like You!

If You See A Snake

Morning Message

My Machine

Pretend Play With Blocks

Setting Up the Environment

Sewing Cards and Puzzles

The King's Puppy
(1304.21 (a)(4)(iii)Continued)

Using Descriptive Language

What Could You Say?

What Sounds Do You Hear?

Weather Graph

1304.21 (a)(4)(iv) Exploring 3D Shapes

Gas Station

Graphing With Blocks

How Many Are Here Today?

How Many Now?

I Like You! I Like You!

Let's Share a Book

Name Cards 2

Playing a Card Game

Reading a Class Made Book

Reasons to Write

Teacher Talk

The Before and After Game

They Are the Same

Three Beds and Four People

What Sounds Do You Hear?
1304.21 (a)(5)(i) Gas Station
Gross Motor Supervision and Interaction

1304.21 (a)(5)(ii) Brushing Teeth
Building Together
Creating Patterns
I Can Do This by Myself
Making A Telescope
Preschool Geometry
Pumpkin Exploration
Sand Exploration
Sewing Cards and Puzzles
Signing In
Spatial Relationships

1304.21 (a)(5)(iii) I Want To Play
Look What We Have Made
Morning Message

1304.21 (c)(1)(i) Can I Play?
How Do They Fit?
Purposeful Writing
Sand Play
1304.21 (c)(1)(ii) Creating Patterns
Exploring Water
Guess the Tool
How Can You Solve That?
I Can Read!
Labeling Seeds
Looking At Shapes
Measuring With Pumpkins
Stacking Blocks
The Before and After Game
Three Beds and Four People
Using a Microscope
What Will Happen To The Egg?
Which One Is Missing?
Weather Graph

1304.21 (c)(1)(iv) Building A Support
Can I Play?
Exploring Water
How Can You Solve That?
I Can Read!
I Love Science!
(1304.21 (c)(1)(iv) Continued)

If I Say Please

Let's Share a Book

Look What We Have Made

Measuring With Pumpkins

Taking Turns

1304.21 (c)(1)(v)

Building Together

How Many Are Here Today?

Morning Group Job Chart

Paper Airplanes

Snack Helper

Storytelling

Transition Time 2

1304.21 (c)(1)(vi)

Clean Up Time

Exploring Water

How Can You Solve That?

I Can Read!

Reading a Class Made Book

Teacher Talk

They Are the Same
(1304.21(c)(1)(vi) Continued)

Which One Is Missing?

1304.21 (c)(1)(vii)  Gas Station
  Labeling Seeds
  Looking At Shapes
  Sand Play
  Using a Microscope

1304.21 (c)(2)  I Like You! I Like You!
  Name Cards
  Playing a Card Game
  Sharing Space

1304.22(e)(1)(i)  Washing Hands

1304.23 (b)(3)  Brushing Teeth

1304.23(c)  Snack Helper
  Teaching Self-Help Skills

1304.23 (c)(4)  Cleaning Up Spilled Milk

1304.23 (c)(7)  Snack Helper
Head Start Child Outcomes Framework Standards

By Standard

LANGUAGE DEVELOPMENT

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
  - Can I Play?
  - Exploring Water
  - Gas Station
  - How Many Now?
  - Humpty Dumpty
  - I Can Read
  - I Want To Play
  - If You See A Snake
  - Let’s Share A Book
  - Morning Group Job Chart
  - My Machine
  - Playing a Card Game
  - Pretend Play Firefighter
  - Three Beds and Four People
  - Transition Time 2
  - Using Descriptive Language
  - Weather Graph

- Shows progress in understanding and following simple and multiple-step directions.
  - Clean Up Time
  - How Can You Solve That?
  - How Do They Fit?
  - I Like You! I Like You!
  - Morning Group Job Chart
  - Playing a Card Game
  - Sand Exploration
  - Transition Time 2
  - What Will Happen to the Egg?
• Understands an increasingly complex and varied vocabulary.
  o Exploring 3-D Shapes
  o Exploring Water
  o Guess the Tool
  o How Do They Fit?
  o Humpty Dumpty
  o I Love Science
  o If You See A Snake
  o Labeling Seeds
  o Morning Group Job Chart
  o My Machine
  o Playing a Card Game
  o Pretend Play Firefighter
  o Weather Graph
  o Where’s the fire

Speaking and Communicating

• Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
  o Building A Support
  o Can I Play?
  o Exploring Water
  o Gas Station
  o Guess the Tool
  o How Do They Fit?
  o How to Draw Money
  o Humpty Dumpty
  o I Can Read
  o I Love Science
  o I Want To Play
  o If You See A Snake
  o Let’s Share A Book
  o Look What We Have Made
  o Morning Group Job Chart
  o My Machine
  o Name Cards 2
  o Playing a Card Game
  o Playing a Memory Game
  o Pretend Play Firefighter
  o Reasons to Write
  o Sand Exploration
  o Sand Play
  o Setting up the Environment
  o Sharing Space
  o Storytelling
  o Taking Turns
  o The King’s Puppy
  o They are the Same
  o Using descriptive Language
  o Weather Graph
  o Where’s the Fire
• Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
  o Building A Support
  o Clean Up Time
  o Exploring Water
  o Guess the Tool
  o How Many Now?
  o How to Draw Money
  o Humpty Dumpty
  o I Can Read
  o I Love Science
  o I Want to Play
  o I Want To Play
  o If You See A Snake
  o Labeling Seeds
  o Let’s Share A Book
  o Morning Group Job Chart
  o My Machine
  o Paper Airplanes
  o Playing a Card Game
  o Playing a Memory Game
  o Pretend Play Firefighter
  o Pumpkin Exploration
  o Sand Play
  o Setting up the Environment
  o Sewing Cards and Puzzles
  o Sharing Space
  o The King’s Puppy
  o They are the Same
  o Using Descriptive Language
  o Weather Graph
  o Where’s the Fire

• Uses an increasingly complex and varied spoken vocabulary.
  o Exploring 3-D Shapes
  o Guess the Tool
  o How to Draw Money
  o Humpty Dumpty
  o I Love Science
  o If You See A Snake
  o Let’s Share A Book
  o Morning Group Job Chart
  o My Machine
  o Playing a Card Game
  o Setting Up the Environment
  o They are the Same
  o Using Descriptive Language
• Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
  o Gas Station
  o I Can Read
  o I Like You! I Like You!
  o I Love Science
  o I Want to Play
  o Morning Group Job Chart
  o Pretend Play Fire Fighter
  o Setting Up the Environment
  o Weather Graph

LITERACY

Phonological Awareness

• Shows increasing ability to discriminate and identify sounds in spoken language.
  o I Like You! I Like You!
  o Labeling Seeds
  o Let’s Share A Book
  o Name Cards 2
  o What Sound Do you Hear?

• Shows growing awareness of beginning and ending sounds of words.
  o I Like You! I Like You!
  o Labeling Seeds
  o What Sounds Do You Hear?

• Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.
  o Let’s Share A Book
  o Reasons to Write

• Shows growing ability to hear and discriminate separate syllables in words
  o I Like You! I Like You!
  o Labeling Seeds
  o Let’s Share A Book
  o What Sounds Do You Hear?
- Associates sounds with written words, such as awareness that different words begin with the same sound.
  - I Like You! I Like You!
  - Labeling Seeds
  - Morning Group Job Chart
  - What Sounds Do You Hear?

**Book Knowledge and Appreciation**

- Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
  - How Many Now?
  - Humpty Dumpty
  - I Can Read
  - Let’s Share A Book
  - Reading a Class Made Book

- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
  - How Many Now?
  - Humpty Dumpty
  - I Can Read
  - Let’s Share A Book
  - Look What We Have Made
  - Pretend Play Firefighter
  - Reading a Class Made Book

- Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
  - How Many Now?
  - I Can Read
  - Let’s Share A Book
  - Reading a Class Made Book
• Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.

  o How Many Now?
  o I Can Read
  o Let’s Share A Book
  o Look What We Have Made
  o Reading a Class Made Book

Print Awareness and Concepts

• Shows increasing awareness of print in classroom, home and community settings.

  o Graphing With Blocks
  o How Many Are Here Today?
  o How to Draw Money
  o I Can Read
  o I Like You! I Like You!
  o Labeling Seeds
  o Morning Group Job Chart
  o Name Cards
  o Name Cards 2
  o Playing a Card Game
  o Pretend Play Firefighters
  o Reading a Class Made Book
  o Signing In
  o Teacher Talk
  o Where’s the Fire?

• Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.

  o Graphing With Blocks
  o How to Draw Money
  o Humpty Dumpty
  o I Can Read
  o I Like You! I Like You!
  o Labeling Seeds
  o Let’s Share A Book
  o Name Cards
  o Name Cards 2
  o Pretend Play Firefighter
  o Purposeful Writing
  o Reading a Class Made Book
  o Reasons to Write
  o Signing In
  o Teacher Talk
  o Weather Graph
• Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
  o Humpty Dumpty
  o I Can Read
  o I Like You! I Like You!
  o Labeling Seeds
  o Let’s Share A Book
  o Look What We Have Made
  o Morning Group Job Chart
  o Name Cards
  o Name Cards 2
  o Reading a Class Made Book
  o Reasons to Write
  o Signing In

• Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
  o How Many Are Here Today?
  o How to Draw Money
  o Humpty Dumpty
  o I Can Read
  o I Like You! I Like You!
  o Labeling Seeds
  o Let’s Share A Book
  o Name Cards
  o Name Cards 2
  o Reasons to Write
  o Signing In
  o Weather Graph
  o Where’s the Fire?

• Recognizes a word as a unit of print, or awareness that letters are grouped to form words and that words are separated by spaces.
  o I Can Read
  o I Like You! I Like You!
  o Labeling Seeds
  o Let’s Share A Book
  o Name Cards
Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes.
  - How Many Are Here Today?
  - I Like You! I Like You!
  - Labeling Seeds
  - Morning Group Job Chart
  - Reading a Class Made Book
  - Reasons to Write
  - Pretend Play Firefighter
  - Purposeful Writing
  - Reading a Class Made Book
  - Reasons to Write
  - Signing In

- Begins to represent stories and experiences through pictures, dictation, and in play.
  - I Like You! I Like You!
  - Reading a Class Made Book
  - Reasons to Write

- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
  - How Many Are Here Today?
  - I Like You! I Like You!
  - Labeling Seeds
  - Pretend Play Firefighter
  - Reading a Class Made Book
  - Reasons to Write
  - Signing In

- Progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
  - How Many Are Here Today?
  - Purposeful Writing
  - Reasons to Write
  - Signing In
Alphabet Knowledge

- Shows progress in associating the names of letters with their shapes and sounds.
  - I Like You! I Like You!
  - Morning Group Job Chart
  - Name Cards
  - Name Cards 2
  - Reasons to Write
  - Signing In
  - Teacher Talk

- Increases in ability to notice the beginning letters in familiar words.
  - I Like You! I Like You!
  - Morning Group Job Chart
  - Name Cards
  - Name Cards 2
  - Reasons to Write
  - Signing In
  - Teacher Talk

- Identifies at least 10 letters of the alphabet, especially those in their own name.
  - I Like You! I Like You!

- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
  - I Like You! I Like You!
  - Name Cards
  - Name Cards 2
  - Signing In
  - Teacher Talk
MATHEMATICS

Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
  - Creating Patterns
  - Gas Station
  - Graphing With Blocks
  - How Many Are Here Today?
  - How Many Now?
  - Measuring With Pumpkins
  - Name Cards
  - Paper Airplanes
  - Rectangle
  - Snack Helper
  - The Before and After Game
  - They are the Same
  - Three Beds and Four People

- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
  - Gas Station
  - Graphing With Blocks
  - How Many Are Here Today?
  - How Many Now?
  - Measuring With Pumpkins
  - Paper Airplanes
  - Playing a Card Game
  - Pretend Play Firefighters
  - Rectangle
  - The Before and After Game
  - They are the Same
  - Where’s the Fire
- Develops increasing ability to count in sequence to 10 and beyond.
  - Creating Patterns
  - Gas Station
  - Graphing With Blocks
  - How Many Are Here Today?
  - How Many Now?
  - Paper Airplanes

- Begins to make use of one to one correspondences in counting objects and matching groups of objects.
  - Graphing With Blocks
  - How Do They Fit?
  - How Many Are Here Today?
  - How Many Now?
  - Paper Airplanes
  - Playing a Card Game
  - Rectangle
  - Snack Helper
  - Three Beds and Four People

- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
  - Creating Patterns
  - Exploring 3-D Shapes
  - Graphing With Blocks
  - How Many Are Here Today?
  - How Many Now?
  - Measuring With Pumpkins
  - Rectangle
  - The Before and After Game
  - They are the Same
  - Three Beds and Four People
  - Weather Graph

- Develops increased abilities to combine, separate and name "how many" concrete objects.
  - How Many Now?
  - Measuring With Pumpkins
  - Playing a Card Game
  - Rectangle
  - They are the Same
  - Three Beds and Four People
Geometry and Spatial Sense

- Begins to recognize, describe, compare and name common shapes, their parts and attributes.
  - Exploring 3-D Shapes
  - Looking At Shapes
  - Preschool Geometry
  - Rectangle
  - Spatial Relationships

- Progresses in ability to put together and take apart shapes.
  - Building A Support
  - Building Together
  - How Do They Fit?
  - I Can Do This By Myself
  - Preschool Geometry
  - Spatial Relationships
  - They are the Same

- Begins to be able to determine whether or not two shapes are the same size and shape.
  - Exploring 3-D Shapes
  - How Many Now?
  - Look What We Have Made
  - Looking At Shapes
  - Preschool Geometry
  - Rectangle
  - Spatial Relationships

- Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.
  - Preschool Geometry
  - Rectangle

- Builds in increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.
  - Creating Patterns
  - Pretend Play Firefighter
  - Rectangle
Patterns and Measurement

- Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.
  
  o Creating Patterns
  o Spatial Relationships

- Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
  
  o Graphing With Blocks
  o Clean Up Time
  o Creating Patterns
  o Spatial Relationships

- Begins to make comparisons between several objects based on a single attribute.
  
  o Clean Up Time
  o Creating Patterns
  o Graphing With Blocks

- Shows progress in using standard and non-standard measures for length and area of objects.
  
  o Measuring with Pumpkins
  o Rectangle
  o Weather Graph

SCIENCE

Scientific Skills and Methods

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
  
  o Can I Play?
  o Exploring Water
  o Graphing With Blocks
  o Guess the Tool
  o I Love Science
  o Measuring With Pumpkins
  o Sand Explorations
  o Sand Play
  o Using a Microscope
  o Using Descriptive Language
  o Water Table – Full Cup
  o Which One is Missing?
• Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
  o Clean Up Time
  o Graphing With Blocks
  o Guess the Tool
  o Playing a Card Game
  o Pumpkin Exploration
  o Rectangle
  o Sand Exploration
  o Using Descriptive Language
  o What Will Happen To the Egg?
  o Humpty Dumpty
  o Measuring With Pumpkins
  o Sand Play
  o Three Beds and Four People
  o Which One is Missing?

• Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
  o Graphing With Blocks
  o Humpty Dumpty
  o I Love Science
  o Measuring With Pumpkins
  o Rectangle
  o Sand Exploration
  o Sand Play
  o Stacking Blocks
  o Water Table – Funnel
  o What Will Happen to the Egg?

• Develops growing abilities to conflict, describe and record information through a variety of means, including discussion, drawings, maps, and charts.
  o Graphing With Blocks
  o Exploring 3-D Shapes
  o Exploring Water
  o How Many Now?
  o I Love Science
  o Playing a Card Game
• Begins to describe predictions, explanations and generalizations based on past experiences.
  
  o Guess the Tool  
  o How Many Now?  
  o Humpty Dumpty  
  o I Love Science  
  o Look What We Have Made  
  o Measuring With Pumpkins  
  o Pumpkin Exploration  
  o Rectangle  
  
  o Stacking Blocks  
  o The Before and After Game  
  o Using a Microscope  
  o Using Descriptive Language  
  o What Will Happen To the Egg?

Scientific Knowledge

• Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
  
  o Exploring 3-D Shapes  
  o Exploring Water  
  o I Love Science  
  o If You See A Snake  
  o Looking At Shapes  
  o Preschool Geometry  
  o Pumpkin Exploration  
  o Using a Microscope  
  o Using Descriptive Language  
  o Water Table – Full Cup  
  o Water Table - Funnel

• Expands knowledge of and respect for their body and the environment
  
  o I Love Science  
  o Look What We Have Made  
  o Sharing Space

• Develops growing awareness of ideas and language related to attributes of time and temperature.
  
  o Reading a Class Made Book  
  o Which One is Missing?
• Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

  o Building A Support
  o Exploring Water
  o Guess the Tool
  o Humpty Dumpty
  o I Love Science
  o Preschool Geometry
  o Rectangle
  o Sand Exploration
  o Sand Play
  o Sharing Space
  o Using Descriptive Language
  o What Will happen to the Egg?

CREATIVE ARTS

Music

• Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances

  o Let’s Share A Book
  o Transition Time 2

Art

• Gains ability in using different art media and materials in a variety of ways for creative expression and representation.

  o Creating Patterns
  o How to Draw Money
  o I Like You! I Like You!
  o My Machine
  o Paper Airplanes
  o Pretend Play Firefighter
  o Purposeful Writing
  o Setting up the Environment
• Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
  
  o How to Draw Money
  o My Machine
  o Paper Airplanes
  o Setting Up the Environment

• Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
  
  o Creating Patterns
  o How to Draw Money
  o I Like You! I Like You!
  o My Machine
  o Paper Airplanes
  o Purposeful Writing
  o Setting Up the Environment

• Begins to understand and share options about artistic products and experiences.
  
  o How to Draw Money
  o My Machine
  o Paper Airplanes
  o Setting Up the Environment

Dramatic Play

• Participates in a variety of dramatic play activities that become more extended and complex.
  
  o Pretend Play Firefighters
  o Pretend Play with Blocks
  o The King’s Puppy
  o Where’s the Fire

• Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
  
  o Pretend Play Firefighter
  o Pretend Play with Blocks
  o Where’s the Fire
SOCIAL & EMOTIONAL DEVELOPMENT

Self Concept

- Begins to Develop and express awareness of self in terms of specific abilities, characteristics and preferences.
  - Exploring Water
  - I can Do This Myself
  - I can Read
  - I Like You! I Like You!
  - I Love Science
  - Taking Turns
  - Teacher Talk

- Develops growing capacity for independence in a range of activities, routines, and tasks.
  - Brushing Teeth
  - How Many Are Here Today
  - I can Do This Myself
  - I Want to Play

- Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments
  - Exploring Water
  - I Can Read
  - I Love Science
  - Reading A Class Made Book
  - Setting Up the Environment

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
  - I Can Read
  - I Love Science
  - I Want to Play
  - Labeling Seeds
  - Playing a Memory Game
  - Sharing Space
  - Taking Turns
  - Teacher Talk
  - What Could You Say?
• Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
  
  o Exploring Water
  o How Can You Solve That?
  o I Want to Play
  o Labeling Seeds
  o Name Cards 2
  o Sharing Space
  o Taking Turns
  o What Could You Say?

• Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
  
  o Brushing Teeth
  o Can I Play?
  o Clean Up Time
  o Exploring Water
  o Gas Station
  o Guess the Tool
  o How Can You Solve That?
  o I Can Read
  o How to Draw Money
  o I Love Science
  o I Want to Play
  o Labeling Seeds
  o Measuring With Pumpkins
  o Morning Group Job Chart
  o My Machine
  o Name Cards 2
  o Playing a Memory Game
  o Pumpkin Exploration
  o Sand Exploration
  o Sand Play
  o Setting Up the Environment
  o Sharing Space
  o Taking Turns
  o Three Beds and Four People
Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
  - Building A Support
  - Building Together
  - Clean Up Time
  - Exploring 3-D Shapes
  - Exploring Water
  - Gas Station
  - How to Draw Money
  - I Like You! I Like You!
  - Labeling Seeds
  - Look What We Have Made
  - Looking At Shapes
  - Name Cards 2
  - Paper Airplanes
  - Playing a Card Game
  - Playing a Memory Game
  - Pretend Play Firefighter
  - Pretend Play with Blocks
  - Pumpkin Exploration
  - Sand Exploration
  - Sand Play
  - Setting Up the Environment
  - Snack Helper
  - Taking Turns
  - Three Beds and Four People

- Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.
  - Exploring 3-D Shapes
  - Exploring Water
  - How to Draw Money
  - I Want to Play
  - Look What We Have Made
  - Pretend Play with Blocks
  - Sharing Space
  - What Could You Say?
• Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

  o Can I Play?
  o Clean Up Time
  o Gas Station
  o Guess the Tool
  o How Many Now?
  o How to Draw Money
  o I Want to Play
  o Paper Airplanes
  o Playing a Card Game
  o Playing a Memory Game
  o Pretend Play Firefighter
  o Pumpkin Exploration
  o Sharing Space
  o Stacking Blocks
  o Taking Turns
  o Three Beds and Four People
  o What Will Happen to the Egg?

Social Relationships

• Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

  o Building A Support
  o Building Together
  o Clean Up Time
  o Exploring 3-D Shapes
  o Gross Motor Supervision and Interaction
  o Guess the Tool
  o How Do They Fit?
  o How to Draw Money
  o I Can Read
  o I Like You! I Like You!
  o I Love Science
  o I Want to Play
  o If You See A Snake
  o Labeling Seeds
  o Let’s Share A Book
  o Look What We Have Made
  o Looking At Shapes
  o Making a Telescope
  o Morning Group Job Chart
  o Paper Airplanes
  o Playing a Memory Game
  o Pretend Play Firefighter
  o Pumpkin Exploration
  o Sand Play
  o Sharing Space
  o Stacking Blocks
  o Taking Turns
  o Teacher Talk
  o Teaching Self Help Skills
  o The King’s Puppy
  o They are the Same
  o Three Beds and Four People
- Shows progress in developing friendships with peers
  - Exploring Water
  - How to Draw Money
  - I Like You! I Like You!
  - I Want To Play
  - Look What We Have Made
  - Paper Airplanes
  - Playing a Memory Game
  - Pretend Play with Blocks
  - Pumpkin Exploration
  - Setting Up the Environment

- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
  - How to Draw Money
  - I Like You! I Like You!
  - I Want To Play
  - Playing a Memory Game
  - Sharing Space
  - What Could You Say

Knowledge of Families and Communities

- Develops ability to identify personal characteristics including gender, and family composition
  - Setting Up the Environment
  - Sharing Space

- Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures
  - Setting Up the Environment
  - Sharing Space

- Develops growing awareness of jobs and what is required to perform them
  - Clean Up Time
  - How Many Are Here Today?
  - Morning Group Job Chart
  - Name Cards 2
  - Sharing Space
  - Teaching Self Help Skills
• Begins to express and understand concepts and language of geography in the context of their classroom, home, and community.

  o Pretend Play Firefighter
  o Reading a Class Made Book
  o Where’s the Fire?

**APPROACHES TO LEARNING**

**Initiative & Curiosity**

• Chooses to participate in an increasing variety of tasks and activities

  o Clean Up Time
  o Creating Patterns
  o Guess the Tool
  o How to Draw Money
  o Humpty Dumpty
  o I Can Do This By Myself
  o I Like You! I Like You!
  o I Love Science
  o Look What We Have Made
  o Looking At Shapes
  o Measuring With Pumpkins
  o Morning Group Job Chart
  o My Machine
  o Pretend Play Firefighter
  o Pumpkin Exploration
  o Sand Play

• Develops increased ability to make independent choices

  o Clean Up Time
  o Gross Motor Supervision and Interaction
  o Creating Patterns
  o How to Draw Money
  o Humpty Dumpty
  o I Can Do This By Myself
  o I Can Read
  o Sand Exploration
  o Setting Up the Environment
  o The Before and After Game
  o Which one is Missing?

  o Setting Up the Environment
  o Snack Helper
  o Stacking Blocks
  o Storytelling
  o Using a Microscope

  o I Like You! I Like You!
  o I Love Science
  o Look What We Have Made
  o Looking At Shapes
  o My Machine
  o Paper Airplanes
  o Playing a Card Game
• Approaches tasks and activities with increased flexibility, imagination and inventiveness.
  
  o Clean Up Time
  o Guess the Tool
  o How to Draw Money
  o Building A Support
  o I Can Read
  o I Love Science
  o Look What We Have Made
  o Looking At Shapes
  o Morning Group Job Chart
  o My Machine
  o Paper Airplanes
  o Pretend Play Firefighter
  o Pretend Play with Blocks
  o Pumpkin Exploration
  o Sand Exploration
  o Sand Play
  o Stacking Blocks
  o Story telling
  o The King’s Puppy

• Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.
  
  o Exploring 3-D Shapes
  o Exploring Water
  o Graphing With Blocks
  o Guess the Tool
  o How to Draw Money
  o Humpty Dumpty
  o I Love Science
  o Look What We Have Made
  o Looking At Shapes
  o Measuring With Pumpkins
  o Preschool Geometry
  o Pretend Play Firefighter
  o Pumpkin Exploration
  o Sand Exploration
  o Sand Play
  o Setting Up the Environment
  o Using Descriptive Language
  o Where’s the Fire
  o They are the Same
  o Using a Microscope
Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
  - Building A Support
  - Can I Play?
  - Clean Up Time
  - Graphing With Blocks
  - Humpty Dumpty
  - I Can Do This By Myself
  - I Can Read
  - Creating Patterns
  - I Like You! I Like You!
  - I Love Science
  - I Want to Play
  - Making a Telescope
  - Morning Group Job Chart
  - My Machine
  - Paper Airplanes
  - Playing a Memory Game
  - Preschool Geometry
  - Pumpkin Exploration
  - Sand Exploration
  - Sand Play
  - Sewing Cards and Games
  - Snack helper
  - Stacking Blocks

- Demonstrates increasing ability to set goals and develop and follow through on plans.
  - I Can Read
  - Creating Patterns
  - I Like You! I Like You!
  - Making a Telescope
  - Morning Group Job Chart
  - My Machine
  - Paper Airplanes
  - Preschool Geometry
  - Sharing Space
  - Three Beds and Four People
• Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
  
  o Creating Patterns
  o How to Draw Money
  o Clean Up Time
  o Humpty Dumpty
  o I Can Do This By Myself
  o I Like You! I Like You!
  o I Love Science
  o Making a Telescope
  o My Machine
  o Paper Airplanes
  o Playing a Card Game
  o Playing a Memory Game
  o Pumpkin Exploration
  o Sand Exploration
  o Sand Play
  o Setting Up the Environment
  o Sewing Cards and Games
  o They are the Same
  o Which One is Missing?

Reasoning and Problem Solving

• Develops increasing ability to find more than one solution to a question, task or problem.
  
  o Exploring Water
  o Measuring With Pumpkins
  o Playing a Memory Game
  o Sand Exploration
  o Sand Play
  o Sharing Space
  o Stacking Blocks
  o Three Beds and Four People

• Grows in recognizing and solving problems through active exploration, including trial and error, and interaction and discussions with peers and adults
  
  o Building A Support
  o Graphing With Blocks
  o How Can You Solve That?
  o How to Draw Money
  o Look What We Have Made
  o My Machine
  o Sharing Space
  o Snack Helper
  o Stacking Blocks
  o Three Beds and Four People
  o Which One is Missing?
• Develops increasing abilities to classify, compare and contrast objects, events and experiences
  
  o Clean Up Time
  o Guess the Tool
  o Look What We Have Made
  o Playing a Card Game
  o Sand Exploration
  o Sand Play
  o Three Beds and Four People

PHYSICAL HEALTH & DEVELOPMENT

Fine Motor Skills

• Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
  
  o Brushing Teeth
  o Exploring Water
  o Pumpkin Exploration
  o Purposeful Writing
  o Sewing Cards and Playing Games

• Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
  
  o Building A Support
  o Building Together
  o Can I Play?
  o Creating Patterns
  o I Can Do This By Myself
  o Making a Telescope
  o Paper Airplanes
  o Pretend Play with Blocks
  o Pumpkin Exploration
  o Sand Exploration
  o Sand Play
  o Sewing Cards and Playing Games
  o Signing In
  o Stacking Blocks

• Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes and various types of technology.
• Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes and various types of technology.
  
  o How to Draw Money
  o Making a Telescope
  o Purposeful Writing
  o Rectangle
  o Signing In

Gross Motor

• Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.
  
  o Gas Station
  o Gross Motor Supervision and Interaction
  o Snack Helper
  o Three Beds and Four People
  o What Will Happen to the Egg?

• Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
  
  o Gross Motor Supervision and Interaction

Health Status & Practices

• Progresses in physical growth, strength, stamina, and flexibility.
  
  o Gross Motor Supervision and Interaction

• Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.
  
  o Gross Motor Supervision and Interaction
  o I Want to Play
  o Playing a Card Game
• Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
  o Brushing Teeth
  o Gas Station
  o Graphing With Blocks
  o Snack Helper
  o Teaching Self Help Skills
  o Washing Hand

• Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.
  o If You See A Snake
  o Morning Group Job Chart
  o Snack Helper
  o Washing Hand