

MICHIGAN INFANTS AND TODDLERS

<p>Well-being The health and well-being of each infant and toddler is protected and nurtured.</p>	
<p>Goal 1: Infants and toddlers experience environments where their physical health is promoted.</p>	
<p>a. Increasing awareness, understanding, and appreciation of their bodies and how they function.</p>	<ul style="list-style-type: none"> • Brings hands to face (15) • Brings hands to midline while on back (15, 106) • Plays with hands and may hold and observe a toy (15) • Transfers objects from one hand to another (15, 89) • Uses small muscles in hands to squish playdough (16, 62, 104) • Claps hands with enjoyment (16, 100) • Controls small muscles in hands, such as using a spoon (16, 90, 99, 104) • Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165) • Uses one sound to stand for more than one gesture or object 31 • Understands many more words than he or she can say 31 • Washes face and hands (40) • Repeats simple nursery chants and rhymes(23, 118) • Washes face and hands (41) • Shows independence in washing hands, dressing, and selecting clothing (41)
<p>Increased coordination (e.g., eye-hand movements)</p>	<ul style="list-style-type: none"> • Brings hands to face (15) • Brings hands to midline while on back (15, 106) • Plays with hands and may hold and observe a toy (15) • Transfers objects from one hand to another (15, 89) • Uses small muscles in hands to squish playdough (16, 62, 104) • Claps hands with enjoyment (16, 100) • Controls small muscles in hands, such

	<ul style="list-style-type: none"> as using a spoon (16, 90, 99, 104) • Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165) • Uses one sound to stand for more than one gesture or object 31 • Understands many more words than he or she can say 31 • Washes face and hands (40) • Repeats simple nursery chants and rhymes(23, 118) • Washes face and hands (41) • Shows independence in washing hands, dressing, and selecting clothing (41)
Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.	<ul style="list-style-type: none"> • Washes face and hands (41) • Shows independence in washing hands, dressing, and selecting clothing (41) • Washes face and hands (40)
Positive attitudes towards eating, sleeping, toileting, and active movement.	<ul style="list-style-type: none"> • Feeds self (16, 91)
Goal 2: Infants and toddlers experience environments where their social and emotional well-being is nurtured.	
Emerging skill in self-regulation.	<ul style="list-style-type: none"> • Shows increasing ability to control own behavior (35, 41)
An increasing capacity to pay attention, focus, concentrate, and be involved.	<ul style="list-style-type: none"> • Babbles and laughs to get adult attention (40, 149,150, 181) • Pays close attention to older children and their actions (40, 164)
A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events.	<ul style="list-style-type: none"> • Demonstrates confidence (104) • Can distinguish voice tones and emotions (40, 182) • Feels anxiety on separation from familiar adults (separation anxiety) (37, 40) • Shows attachment to significant adults (41) • Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
A sense of personal worth and the worth of others, and reassurance that personal worth does not depend on today's behavior or ability.	<ul style="list-style-type: none"> • Demonstrates confidence (104)
An increasing ability to identify their own emotional responses and those of others.	<ul style="list-style-type: none"> • Can distinguish voice tones and emotions (40, 182) • Identifies and talks about personal

	<ul style="list-style-type: none"> feelings (41, 151, 184) Identifies and talks about others' feelings (41, 183)
Confidence and ability to express emotional needs without fear	<ul style="list-style-type: none"> Can distinguish voice tones and emotions (40, 182) Identifies and talks about personal feelings (41, 151, 184)
Trust that their social-emotional needs will be responded to.	<ul style="list-style-type: none"> Learns that crying will bring attention from caregiver (22) Shows sense of trust (40, 66, 168, 173)
A trusting relationship with nurturing and responsive caregivers.	<ul style="list-style-type: none"> Initiates separation from caregivers (41) Attachment to familiar caregiver 35
The ability to respond and engage in reciprocal interactions.	<ul style="list-style-type: none"> Coos in response to adults' speech (28, 31, 145, 157) Gestures or points to communicate (31, 146, 150, 153, 159) Understands and responds to simple directions (31, 158)
Emerging capacities for caring and cooperation.	<ul style="list-style-type: none"> Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182) Shares toys or possessions (40) Plays next to other children, sharing occasionally (41, 91, 167) Shows respect for other people and possessions occasionally (41, 167, 179)
Goal 3: Infants and toddlers experience environments where they are kept safe from harm.	
Increasing awareness of what can harm them.	<ul style="list-style-type: none"> Knows some rules but cannot follow them consistently (41)
Increasing confidence that they can participate and take risks without fear of harm.	<ul style="list-style-type: none"> Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191) Shows attachment to significant adults (41) Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Comfort in expressing their fears openly with trust that their fears will be taken seriously	<ul style="list-style-type: none"> Expresses feelings with words (31, 151) Identifies and talks about personal feelings (41, 151, 184) Feels anxiety on separation from

	<p>familiar adults (separation anxiety) (37, 40)</p> <ul style="list-style-type: none"> • Feels anxiety in the presence of strangers (stranger anxiety) 40
Ability to respond to caregiver instructions related to safety	<ul style="list-style-type: none"> • Knows some rules but cannot follow them consistently (41) • Understands and responds to simple directions (31, 158) • Understands the meaning of "no" but often resists directions and must be physically removed (40) • Follows more complex directions from adults (128) • Follows 1-2 step directions from adults (24, 128)
Belonging Infants and toddlers feel a sense of belonging.	
Goal 1: Infants and toddlers experience environments where they know they belong and have a place.	
An attachment to their primary caregivers and primary care group.	<ul style="list-style-type: none"> • Attachment to familiar caregiver 35 • Shows attachment (responds positively) to significant adults (36, 40 169, 173) • Feels anxiety on separation from familiar adults (separation anxiety) (37, 40) • Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191) • Shows attachment to significant adults (41) • Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
A feeling of being valued as an important individual who belongs within the group setting.	<ul style="list-style-type: none"> • Pays close attention to older children and their actions (40, 164) • Enjoys playing next to other children (parallel play) • Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182) • Plays next to other children, sharing occasionally (41, 91, 167)
An increasing ability to play an active part in the day to day activities of the program.	<ul style="list-style-type: none"> • Follows through on some tasks (47, 195) • Shows interest in helping (41) • Follows more complex directions from

	<ul style="list-style-type: none"> adults (128) • Explores the environment actively, regardless of obstacles (47, 189) • Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189) • Anticipates events (23, 116)
Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others).	<ul style="list-style-type: none"> • Shows interest in helping (41) • Expresses feelings with words (31, 151) • Shows independence in self-help skills (166) • Shows independence in self-care (175)
Confidence in and an ability to express their ideas.	<ul style="list-style-type: none"> • Expresses feelings with words (31, 151) • Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165)
A comfort level in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door).	<ul style="list-style-type: none"> • Shows interest in helping (41) • Explores the environment actively, regardless of obstacles (47, 189) • Shows independence in self-help skills (166) • Shows independence in self-care (175)
Goal 2: Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.	
An understanding of the routines, family customs, and regular events of the program.	<ul style="list-style-type: none"> • Infant daily schedule 54, 57, 68-71, 198 • Anticipates events (23, 116)
An understanding that these routines, customs, and regular events can differ from their homes and from other settings.	<ul style="list-style-type: none"> • Infant daily schedule 54, 57, 68-71, 198 • Anticipates events (23, 116)
An understanding that they and others can be a part of the group	<ul style="list-style-type: none"> • Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182) • Enjoys playing next to other children (parallel play) 40
Capacities to predict routines and regular events that make up the day or the session.	<ul style="list-style-type: none"> • Anticipates events (23, 116)
A growing ability to cope with change.	<ul style="list-style-type: none"> • Shows increasing ability to cope with stress (41) • Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
Enjoyment of and interest in a moderate	<ul style="list-style-type: none"> • Looks for "home base" or significant

degree of change	<p>adult during difficult situations, for comfort and approval (41, 191)</p> <ul style="list-style-type: none"> Shows increasing ability to cope with stress (41)
Increasing mastery of self-help skills to assist with daily personal routines.	<ul style="list-style-type: none"> Shows independence in self-help skills (166) Shows independence in self-care (175) Dresses self (16, 124, 175) Shows independence in washing hands, dressing, and selecting clothing (41) Feeds self (16, 91)
An increasing sense of independence and competence during daily routines and activities.	<ul style="list-style-type: none"> Shows independence in self-care (175) Find ways resolve conflicts 50 Demonstrates confidence (104) Anticipates events (23, 116)
Goal 3: Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.	
An increasing capacity to successfully communicate their feelings, needs, and wants.	<ul style="list-style-type: none"> Gestures or points to communicate (31, 146, 150, 153, 159) Gestures or points to communicate 147 Identifies and talks about personal feelings (41, 151, 184) Puts nouns and verbs together in simple sentences ("want cookie.") (32, 147, 160)
A recognition that the setting has reasonable boundaries and expectations for behavior.	<ul style="list-style-type: none"> Knows some rules but cannot follow them consistently (41) Responds to "no, no" (23) Understands the meaning of "no" but often resists directions and must be physically removed (40) Knows some rules but cannot follow them consistently (41)
The beginning of an understanding of the reasons for boundaries and expectations.	<ul style="list-style-type: none"> Knows some rules but cannot follow them consistently (41) Responds to "no, no" (23) Understands the meaning of "no" but often resists directions and must be physically removed (40) <p>Knows some rules but cannot follow them consistently (41)</p>
Expectations that the setting is predictable,	<ul style="list-style-type: none"> Anticipates events (23, 116)

fair, and consistently caring.	
An increasing awareness of the impact and consequences of their actions	<ul style="list-style-type: none"> • Natural Consequences 201
An increasing ability to self-regulate their behavior.	<ul style="list-style-type: none"> • Knows some rules but cannot follow them consistently (41) • Responds to "no, no" (23) • Understands the meaning of "no" but often resists directions and must be physically removed (40) • Knows some rules but cannot follow them consistently (41)
The ability to express disagreement with peers and caregivers in developmentally appropriate ways.	<ul style="list-style-type: none"> • Find ways resolve conflicts 50 • Expresses feelings with words (31, 151) • Shows respect for other people and possessions occasionally (41, 167, 179)
Goal 4: Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.	
An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes.	<ul style="list-style-type: none"> • Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191) • Recalls past experiences (24, 29, 135) • Shows creativity by using objects in new ways (47, 190)
Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home.	<ul style="list-style-type: none"> • Is interested in the outside world (41, 175, 179) • Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191) • Shows curiosity by exploring with senses (47, 188, 194)
The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers.	<ul style="list-style-type: none"> • Is interested in the outside world (41, 175, 179) • Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191) • Initiates separation from caregivers (41)
Exploration Infants and toddlers learn through active exploration of the environment.	
Goal 1: Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.	

Strategies for exploring and satisfying their curiosity.	<ul style="list-style-type: none"> • Explores environment with senses (22, 112) • Explore manipulative toys, puzzles 58 • Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189) • Explores the environment actively, regardless of obstacles (47, 189)
Symbolic, pretend, and dramatic play.	<ul style="list-style-type: none"> • Pretends to read (23, 124) • Engages in more pretend play (23, 124) • Uses imagination in dramatic play (47, 191) • Shows creativity by using objects in new ways (47, 190)
Creativity and spontaneity in their play	<ul style="list-style-type: none"> • Shows creativity by using objects in new ways (47, 190)
The ability to make decisions and choose their own materials.	<ul style="list-style-type: none"> • Engages in more intentional play (23, 117, 123, 127, 133) • Selects toys to play with, intentionally (23, 195)
An emerging understanding that not knowing and being uncertain are part of learning.	<ul style="list-style-type: none"> • Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Emerging expressions of intentionality in their play and relationships.	<ul style="list-style-type: none"> • Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182) • Enjoys playing next to other children (parallel play) 40 • Plays next to other children, sharing occasionally (41, 91, 167)
Goal 2: Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.	
Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.	<ul style="list-style-type: none"> • Brings hands to face (15) • Plays with hands and may hold and observe a toy (15) • Reaches for objects (15, 195) • Attempts to crawl (stomach and leg dragging) (12, 15, 89, 94) • Grasps small objects (12, 15, 89, 93, 103, 107) • Transfers objects from one hand to another (15, 89) • Gets to sitting position (15) • Crawls up and down stairs (13, 16) • Walks up and down stairs with help, usually leading with same foot (16)

	<ul style="list-style-type: none"> • Jumps from height of 12 inches (13, 16) • Runs with large gait (13, 16, 211) • Rides tricycle - may alternate between scooting and peddling (16, 91)
Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.	<ul style="list-style-type: none"> • Prefers black-and-white or high-contrast patterns (22, 126, 133) • Explores environment with senses (22, 112) • Investigates objects by banging, shaking, and throwing (23, 113)
Confidence with moving in space, moving to rhythm, and playing near and with others.	<ul style="list-style-type: none"> • Shows pride in accomplishments, especially physical (38, 41, 171) • Dance (100, 171) • Shows interest in playing games (23, 113, 123) • Engages in more intentional play (23, 117, 123, 127, 133)
Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).	<ul style="list-style-type: none"> • Is toilet trained 41 • Shows independence in self-help skills (166) • Shows independence in self-care (175) • Is interested in anatomy (41, 171, 174)
Goal 3: Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.	
a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.	<ul style="list-style-type: none"> • Practices cause and effect, such as closing doors (21, 23, 113, 118) • Asks questions (24) • Explores environment with senses (22, 112) • Explore manipulative toys, puzzles 58 • Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189) • Explores the environment actively, regardless of obstacles (47, 189)
b. An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.	<ul style="list-style-type: none"> • Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189) • Explores the environment actively, regardless of obstacles (47, 189) • Asks questions (24) • Points, gestures, or asks "what's that" when curious about something (47)
c. The confidence to choose and experiment	<ul style="list-style-type: none"> • Explores environment with senses

with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.	<p>(22, 112)</p> <ul style="list-style-type: none"> • Explore manipulative toys, puzzles 58 • Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189) • Explores the environment actively, regardless of obstacles (47, 189)
d. The ability to learn new things from the materials and people around them.	<ul style="list-style-type: none"> • Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189) • Explores the environment actively, regardless of obstacles (47, 189) • Asks questions (24) • Points, gestures, or asks "what's that" when curious about something (47)
Goal 4: Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.	
a. The ability to question, explore, generate, and modify their own ideas about the world around them.	<ul style="list-style-type: none"> • Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189) • Is interested in the outside world (41, 175, 179) • Asks questions (24) • Points, gestures, or asks "what's that" when curious about something (47)
b. Familiarity with a variety of materials (e.g., sand, water, ice, bubbles, blocks, paper).	<ul style="list-style-type: none"> • Puts one block on top of another (16, 90, 93) • Explores environment with senses (22, 112) • Instruments 133 • Shows creativity by using objects in new ways (47, 190) • Uses object to hammer and pound (16, 104) • Throws a ball (13, 16, 105)
c. Spatial understandings, including an awareness of how two- and three dimensional objects can be fitted together and moved in space.	<ul style="list-style-type: none"> • Puts one block on top of another (16, 90, 93) • Explore manipulative toys, puzzles 58 • Asks questions (24) • Points, gestures, or asks "what's that" when curious about something (47)
d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park,	<ul style="list-style-type: none"> • Is interested in the outside world (41, 175, 179)

grassy field, a wooded area).	
e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).	<ul style="list-style-type: none"> • Knows some rules but cannot follow them consistently (41) • Enjoys playing next to other children (parallel play) 40 • Plays next to other children, sharing occasionally (41, 91, 167) • Shows respect for other people and possessions occasionally (41, 167, 179)
Goal 5: Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.	
a. Progressively more complex skills.	<ul style="list-style-type: none"> • Shows persistence by repeating actions, such as banging objects (47, 113) • Explores the environment actively, regardless of obstacles (47, 189) • Tracks a moving toy and retrieves it when partially hidden (23, 118)
b. The ability to pursue interests independently.	<ul style="list-style-type: none"> • Intentionally looks for and reaches for objects of interest (47, 195) • Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189)
c. The understanding that they have a significant role in initiating exploration, play, and learning.	<ul style="list-style-type: none"> • Takes initiative, such as looking for missing toy (47, 192) • Explores the environment actively, regardless of obstacles (47, 189) • Selects toys to play with, intentionally (23, 195) • Shows understanding that objects have purpose (23, 127)
Communication Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.	
Goal 1: Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.	
a. The ability to express their feelings and emotions in a range of appropriate ways.	<ul style="list-style-type: none"> • Expresses feelings with words (31, 151) • Identifies and talks about personal feelings (41, 151, 184) • Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions

	(40, 165)
b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood.	<ul style="list-style-type: none"> • Understands more words every day (receptive vocabulary) 31 • Says one word or more (31, 158) • Understands many more words than he or she can say 31 • Has vocabulary of three to fifty words 31 • Has a vocabulary of twenty to three hundred words (31, 142, 147, 154) • Uses two- or three-word phrases (31) • Uses intonations in sounds (31) • Gestures or points to communicate (31, 146, 150, 153, 159) • Uses understandable speech (32, 159)
c. Responsive and reciprocal communication skills (e.g., turn-taking).	<ul style="list-style-type: none"> • Reacts to human voice and human heartbeat (28, 31, 112, 140, 157) • Coos in response to adults' speech (28, 31, 145, 157) • Understands and responds to simple directions (31, 158) • Can distinguish voice tones and emotions (40, 182)
d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).	<ul style="list-style-type: none"> • Uses intonations in sounds (31) • Repeats simple nursery chants and rhymes (23, 118) • Sings parts of simple songs (23) • Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests.	<ul style="list-style-type: none"> • Gestures or points to communicate (31, 146, 150, 153, 159) • Uses gestures and actions intentionally (31, 150, 159) • Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165) • Gestures or points to communicate 147
f. The inclination and ability to communicate, pay attention, and respond appropriately to others.	<ul style="list-style-type: none"> • Can distinguish voice tones and emotions (40, 182) • Responds to "no, no" (23) • Has a vocabulary of twenty to three hundred words (31, 142, 147,

	<ul style="list-style-type: none"> 154) Follows simple commands from adults or older children (23, 114, 134) Experiments with vocalizations to include longer more varied sounds (31) Uses intonations in sounds (31)
g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.	<ul style="list-style-type: none"> Understands more words every day (receptive vocabulary) 31 Has vocabulary of three to fifty words 31 Has a vocabulary of twenty to three hundred words (31, 142, 147, 154)
h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting).	<ul style="list-style-type: none"> Sings parts of simple songs (23) Repeats simple nursery chants and rhymes(23, 118)
i. Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling).	<ul style="list-style-type: none"> Sings parts of simple songs (23) Identifies and talks about personal feelings (41, 151, 184) Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165) Asks questions (24)
Goal 2: Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.	
a. An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.	<ul style="list-style-type: none"> Pretends to read (23, 124) Recognizes some shapes (23, 128) Shows and interest in print and books 32
b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.	<ul style="list-style-type: none"> Pretends to read (23, 124) Recognizes some shapes (23, 128) Shows and interest in print and books 32
c. Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community	<ul style="list-style-type: none"> Shows and interest in print and books 32 Enjoys books, especially turning pages 23 Turns pages of book one at a time (16) Talks about pictures in books (23) Shows and interest in print and books

	<ul style="list-style-type: none"> • Hold and observe a book 106
d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers.	<ul style="list-style-type: none"> •
e. An interest in exploring and using mathematical, reading, and writing materials.	<ul style="list-style-type: none"> • Shows and interest in print and books 32 • Talks about pictures in books (23) • Shows and interest in print and books 32 • Moves fingers individually and draws circle (16, 108) • Scribbles with crayon (15, 107)
f. An interest in creating and using symbols/pictures.	<ul style="list-style-type: none"> • Scribbles with crayon (15, 107) • Moves fingers individually and draws circle (16, 108)
g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.	<ul style="list-style-type: none"> • Talks about pictures in books (23) • Names objects or people of interest (32, 142)
Goal 3: Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.	
a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.	<ul style="list-style-type: none"> • Uses imagination in dramatic play (47, 191) • Engages in more pretend play (23, 124) • Shows creativity by using objects in new ways (47, 190) • Scribbles with crayon (15, 107) • Uses small muscles in hands to squish playdough (16, 62, 104) • Instruments 133
b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).	<ul style="list-style-type: none"> • Scribbles with crayon (15, 107) • Uses small muscles in hands to squish playdough (16, 62, 104)
c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).	<ul style="list-style-type: none"> • Prefers black-and-white or high-contrast patterns (22, 126, 133) • Music 104 • Dance (100, 171) • Instruments 133
d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).	<ul style="list-style-type: none"> • Uses imagination in dramatic play (47, 191) • Engages in more pretend play (23, 124) • Shows creativity by using objects in new ways (47, 190)

<p>e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.</p>	<ul style="list-style-type: none"> • Listens to songs, stories, or rhymes with interest (31, 141, 157, 158) • Shows interest in music (59, 68, 214) • Instruments 133 • Music 165 • Music 104 • Dance (100, 171) • Prefers black-and-white or high-contrast patterns (22, 126, 133)
<p>f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.</p>	<ul style="list-style-type: none"> • Shows interest in music (59, 68, 214) • Instruments 133 • Music 165 • Music 104 • Dance (100, 171)
<p>g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).</p>	<ul style="list-style-type: none"> • Shows interest in music (59, 68, 214) • Instruments 133 • Music 165 • Music 104 • Dance (100, 171)
<p>h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.</p>	<ul style="list-style-type: none"> • Listens to songs, stories, or rhymes with interest (31, 141, 157, 158) • Shows interest in music (59, 68, 214) • Instruments 133 • Music 165 • Music 104 • Dance (100, 171)
<p>i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.</p>	<ul style="list-style-type: none"> • Listens to songs, stories, or rhymes with interest (31, 141, 157, 158) • Shows interest in music (59, 68, 214) • Instruments 133 • Music 165 • Music 104 • Dance (100, 171) • Uses imagination in dramatic play (47, 191)
<p>Contribution Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.</p>	
<p>Goal 1: Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or</p>	

background.	
a. Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.	<ul style="list-style-type: none"> • Identifies and talks about others' feelings (41, 183) • Expresses feelings with words (31, 151) • Can distinguish voice tones and emotions (40, 182) • Shares toys or possessions (40) • Plays next to other children, sharing occasionally (41, 91, 167)
b. Emerging concern for other children who may be excluded from activities because they are different.	<ul style="list-style-type: none"> • Identifies and talks about others' feelings (41, 183) • Expresses feelings with words (31, 151) • Can distinguish voice tones and emotions (40, 182) • Shares toys or possessions (40) • Find ways resolve conflicts 50 • Tolerance of others 84
c. Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it.	<ul style="list-style-type: none"> • Identifies and talks about others' feelings (41, 183) • Expresses feelings with words (31, 151) • Honesty 84
d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others.	<ul style="list-style-type: none"> • Shows respect for other people and possessions occasionally (41, 167, 179) • Follows through on some tasks (47, 195) • Focuses on some activities of interest for several minutes at a time (47, 191)
e. Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race, physical characteristics, culture, language spoken or signed, ethnic background).	<ul style="list-style-type: none"> • Shows sense of trust (40, 66, 168, 173) • Smiles at strangers (40) • Shows respect for other people and possessions occasionally (41, 167, 179) • Tolerance of others 84
f. The ability to respond and engage in developmentally appropriate reciprocal interactions.	<ul style="list-style-type: none"> • Reacts to human voice and human heartbeat (28, 31, 112, 140, 157) • Coos in response to adults' speech (28, 31, 145, 157) • Shows respect for other people and possessions occasionally (41, 167, 179)
g. Emerging skills in caring and cooperation.	<ul style="list-style-type: none"> • Expresses emotions (happiness, sadness, anger, and surprise) through

	<p>gestures, sounds, or facial expressions (40, 165)</p> <ul style="list-style-type: none"> • Shares toys or possessions (40)
Goal 2: Infants and toddlers experience environments where they are affirmed as individuals.	
a. A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated.	<ul style="list-style-type: none"> • Learns that crying will bring attention from caregiver (22) • Demonstrates confidence (104) • Shows attachment (responds positively) to significant adults (36, 40 169, 173)
b. A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children’s strengths.	<ul style="list-style-type: none"> • Scribbles with crayon (15, 107) • Uses small muscles in hands to squish playdough (16, 62, 104) • Crawls up and down stairs (13, 16) • Claps hands with enjoyment (16, 100) • Shows interest in music (59, 68, 214) • Uses object to hammer and pound (16, 104) • Rides tricycle - may alternate between scooting and peddling (16, 91)
c. A sense of being able to make something happen that matters to them and to others.	<ul style="list-style-type: none"> • Engages in more intentional play (23, 117, 123, 127, 133) • Selects toys to play with, intentionally (23, 195) • Babbles and laughs to get adult attention (40, 149,150, 181) • Calms self (40) • Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
d. A growing sense that they are valued and that their presence and activities gain positive responses from others.	<ul style="list-style-type: none"> • Babbles and laughs to get adult attention (40, 149,150, 181) • Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
e. A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it.	<ul style="list-style-type: none"> • Anticipates events (23, 116) • Recalls past experiences (24, 29, 135) • Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
f. The ability to look forward to events that affirm their growth (e.g., getting taller, getting new shoes, a first haircut, looking forward to	<ul style="list-style-type: none"> • Anticipates events (23, 116) • Feeds self (16, 91) • Dresses self (16, 124, 175)

upcoming visitors and events).	<ul style="list-style-type: none"> • Recalls past experiences (24, 29, 135) • Shows interest in toilet training (16)
g. An awareness of themselves as unique individuals	<ul style="list-style-type: none"> • Babbles and laughs to get adult attention (40, 149, 150, 181) • Calms self (40) • Tells own age (24) • Knows and says first name (24)
Goal 3: Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.	
a. An increasing ability to take another's point of view and to empathize with others.	<ul style="list-style-type: none"> • Identifies and talks about others' feelings (41, 183) • Shows respect for other people and possessions occasionally (41, 167, 179) • Tolerance of others 84 • Plays next to other children, sharing occasionally (41, 91, 167) • Shares toys or possessions (40)
b. Ways to enjoy solitary play when they choose to be alone.	<ul style="list-style-type: none"> • Selects toys to play with, intentionally (23, 195)
c. An increasing sense of competence and confidence in growing abilities.	<ul style="list-style-type: none"> • Demonstrates confidence (104)
d. Acceptable ways to assert their independence.	<ul style="list-style-type: none"> • Shows independence in self-help skills (166) • Shows independence in self-care (175) • Shows independence in washing hands, dressing, and selecting clothing (41)
e. 'Friendship skills,' where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.	<ul style="list-style-type: none"> • Enjoys playing next to other children (parallel play) 40 • Shares toys or possessions (40)
f. An increasing ability to share by showing interest in and awareness of the feelings of others.	<ul style="list-style-type: none"> • Shares toys or possessions (40) • Identifies and talks about others' feelings (41, 183) • Tolerance of others 84
Goal 4: Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.	
a. A growing sense of themselves as part of a family.	<ul style="list-style-type: none"> • Focused on learning about their family 141 • Demonstrates confidence (104)

<p>b. A sense of pride in themselves and their families.</p>	<ul style="list-style-type: none"> • Focused on learning about their family 141 • Shows pride in accomplishments, especially physical (38, 41, 171)
<p>c. A growing sense of connection and consistency across their homes, the program and their community.</p>	<ul style="list-style-type: none"> • Smiles at the sound of familiar voices (40, 181) • Distinguishes voices of important, familiar people (40, 174) • Feels anxiety on separation from familiar adults (separation anxiety) (37, 40) • Shows signs of stress when family members initiate separation 41 • Participates in new and unfamiliar activities with the help of trusted adults (47, 191) • Attachment to familiar caregiver 35
<p>d. A positive sense about their participation in the program, their families, and their community.</p>	<ul style="list-style-type: none"> • Participates in new and unfamiliar activities with the help of trusted adults (47, 191) • Attachment to familiar caregiver 35

PREKINDERGARTEN

Approaches to Learning	
1. Early Learning Expectation: Creativity-Imagination-Visualization. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.	
1. Can be playful with peers and adults	<ul style="list-style-type: none"> • Play with peers 185 • Plays with other children (39, 41, 167, 172, 176, 180, 184, 212) • Engages in group play (42) • Plays with peers, sharing ideas and toys (42, 180, 184) • Attachment to familiar caregiver 35
2. Make connections with situations or events, people or stories.	<ul style="list-style-type: none"> • Has increasing memory (24, 129, 217) • Developing memory skills (129, 217) • Develop friendships 176 • Tells stories without prompting (32, 143) • Tells stories without prompting (32, 143) • Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66 • Retells a story in sequence (32, 156)
3. Create new images or express ideas.	<ul style="list-style-type: none"> • Draws basic shapes and expressive art (25) • Expresses interest in creative movement 25 • Tells stories without prompting (32, 143)
4. Propose or explore possibilities to suggest what an object or idea might be 'otherwise.'	<ul style="list-style-type: none"> • Argues, reasons, and uses "because" (33) • Purposefully explores new things or ideas (47, 193, 194)
5. Expand current knowledge onto a new solution, new thinking or new concept.	<ul style="list-style-type: none"> • Purposefully explores new things or ideas (47, 193, 194) •
6. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	<ul style="list-style-type: none"> • Purposefully explores new things or ideas (47, 193, 194) • Approaches situations with increasing

	<p>flexibility (47)</p> <ul style="list-style-type: none"> • Invents new purposes for objects (47, 190) • Reflects on past experiences and applies information to new situations (48, 190)
7. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Seeks and accepts help and information (48, 188) • Offers ideas and suggestions (48, 196)
2. Early Learning Expectation: Initiative-Engagement-Persistence Attentiveness. Children demonstrate the quality of showing interest in learning; pursue learning independently.	
1. Initiate 'shared thinking' with peers and adults.	<ul style="list-style-type: none"> • Asks questions and seeks answers (32, 151, 156) • Increased cooperation (64, 218) • Understands others' perspectives (41, 176) •
2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	<ul style="list-style-type: none"> • Works at tasks despite distractions and interruptions (48)
3. Demonstrate increasing ability to set goals and to develop and follow through on plans.	<ul style="list-style-type: none"> • Reflects on past experiences and applies information to new situations (48, 190)
4. Show growing capacity to maintain concentration in spite of distractions and interruptions.	<ul style="list-style-type: none"> • Works at tasks despite distractions and interruptions (48)
5. Explore, experiment and ask questions freely.	<ul style="list-style-type: none"> • Asks questions and seeks answers (32, 151, 156) • Purposefully explores new things or ideas (47, 193, 194)
3. Early Learning Expectation: Curiosity-Inquiry-Questioning Tinkering-Risk Taking. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).	
1. Express a 'sense of wonder.'	<ul style="list-style-type: none"> • Show interest in the outside world (179) • Explores music from different cultures 152 • Explores musical instruments 185 • With modeling and support explore a variety of digital tools to express ideas addressed on page 220

	<ul style="list-style-type: none"> • Purposefully explores new things or ideas (47, 193, 194)
2. Choose to take opportunities to explore, investigate or question in any domain.	<ul style="list-style-type: none"> • Show interest in the outside world (179) • Explores music from different cultures 152 • Explores musical instruments 185 • With modeling and support explore a variety of digital tools to express ideas addressed on page 220 • Purposefully explores new things or ideas (47, 193, 194)
3. Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).	<ul style="list-style-type: none"> • Copies and draws simple shapes and letters (14, 16) • Makes marks or strokes with drawing tools (17, 91) • Draws basic shapes and expressive art (25) • Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
4. Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one's ability to realize a goal.	
1. Manage reasonable frustration	<ul style="list-style-type: none"> • Expresses feelings and emotions with words (39, 41) • Shows strong emotions 42
2. Meet new and varied tasks with energy, creativity and interest.	<ul style="list-style-type: none"> • Purposefully explores new things or ideas (47, 193, 194) • Invents new purposes for objects (47, 190)
3. Explore and ask questions.	<ul style="list-style-type: none"> • Explores music from different cultures 152 • Explores musical instruments 185 • With modeling and support explore a variety of digital tools to express ideas addressed on page 220 • Purposefully explores new things or ideas (47, 193, 194)
4. Begin to organize projects or play; make and carryout plans	<ul style="list-style-type: none"> • Engages in fantasy play, making up plots (24) • Uses real objects as props during pretend play 24 • Develops elaborate play themes (24, 125) • Engages in pretend play (42,

	176)
5. Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.	<ul style="list-style-type: none"> • Sings songs, finger plays, and rhymes with increasing accuracy (32, 148) • Retells a story in sequence (32, 156)
6. Begin to set aside fear of failure when self-initiating new tasks.	<ul style="list-style-type: none"> • Shows independence (39, 41, 44) • Expresses feelings and emotions with words (39, 41) • Is self-directed (42) • Offers ideas and suggestions (48, 196)
5. Early Learning Expectation: Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out.	
1. Begin to hypothesize or make inferences.	<ul style="list-style-type: none"> • Reflects on past experiences and applies information to new situations (48, 190) • Predict (22, 156, 190)
2. Show an increasing ability to ask questions appropriate to the circumstance.	<ul style="list-style-type: none"> • Asks questions and seeks answers (32, 151, 156)
3. Show an increasing ability to predict outcomes by checking out and evaluating their predictions.	<ul style="list-style-type: none"> • Predict (22, 156, 190)
4. Attempt a variety of ways of solving problems.	<ul style="list-style-type: none"> • Predict (22, 156, 190) • decide 22 • Asks questions and seeks answers (32, 151, 156) • Problem solving (61, 73, 221) • Uses reason to solve problems (19, 24, 63)
5. Demonstrate enjoyment in solving problems.	<ul style="list-style-type: none"> • Problem solving (61, 73, 221) • Uses reason to solve problems (19, 24, 63)
6. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.	<ul style="list-style-type: none"> • Reflects on past experiences and applies information to new situations (48, 190) • Problem solving (61, 73, 221) • Uses reason to solve problems (19, 24, 63)
7. Share through words or actions the acquisition of increasingly complex concepts.	<ul style="list-style-type: none"> • Has a vocabulary of 2,000 to 6,000 words (25, 152, 155) • Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66 • Understand when words are used in

	<p>unconventional ways Addressed on page 66</p> <ul style="list-style-type: none"> • Pronounces words and sounds correctly (32, 144) • Has and expanding vocabulary up to 6,000 words 33
8. Show an increasing ability to observe detail and attributes of objects, activities, and processes.	<ul style="list-style-type: none"> • Purposefully explores new things or ideas (47, 193, 194) • Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
6. Early Learning Expectation: Participation-Cooperation-PlayNetworking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.	
1. Learn from and through relationships and interactions	<ul style="list-style-type: none"> • Plays with peers, sharing ideas and toys (42, 180, 184) • Similarities and difference between people Addressed on page 152, 176, 207
2. Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.	<ul style="list-style-type: none"> • Converses easily with adults (33) • Plays with other children (39, 41, 167, 172, 176, 180, 184, 212) • Understands others' perspectives (41, 176) • Takes turns (41, 172) • Makes friends (42, 176) • Engages in group play (42) • Is sensitive to the feelings of others (42)
3. Begin to develop and practice the use of problem-solving and conflict resolution skills.	<ul style="list-style-type: none"> • Shows increasing patience (42)
4. Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).	<ul style="list-style-type: none"> • Tolerance of others 84 • Understands others' perspectives (41, 176) • Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
5. Show an increasing capacity to consider or take into account another's perspective.	<ul style="list-style-type: none"> • Is sensitive to the feelings of others (42) • Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
6. Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.	<ul style="list-style-type: none"> • Understands others' perspectives (41, 176)

	<ul style="list-style-type: none"> • Increased cooperation (64, 218)
7. Contribute individual strengths, imagination or interests to a group.	<ul style="list-style-type: none"> • Engages in group play (42) • Creates stories, imagining and describing things or situations that do not exist (48, 196) • Develop friendships 176 • Makes friends (42, 176)
8. Successfully develop and keep friendships.	<ul style="list-style-type: none"> • Develop friendships 176 • Makes friends (42, 176)
9. Participate successfully as group members.	<ul style="list-style-type: none"> • Engages in group play (42) • Enjoys helping with household tasks 41 • Understands others' perspectives (41, 176) • Increased cooperation (64, 218)
10. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.	<ul style="list-style-type: none"> • Enjoys helping with household tasks 41 • Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152 • Feelings about their family 60 • Perceive how a family works 177
7. Early Learning Expectation: Respect for Self and Others — Mental and Behavioral Health. Children exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.	
1. Show increasing respect for the rights of others.	<ul style="list-style-type: none"> • Is sensitive to the feelings of others (42)
2. Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.	<ul style="list-style-type: none"> • Is sensitive to the feelings of others (42) • Others emotions 52
3. Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	<ul style="list-style-type: none"> • Uses language to say what he feels, wants, and needs (33) • Expresses feelings and emotions with words (39, 41) • Shows strong emotions 42
4. Use positive communication and behaviors (do not mock, belittle, or exclude others).	<ul style="list-style-type: none"> • Uses language to say what he feels, wants, and needs (33) • Expresses feelings and emotions with words (39, 41) • Find ways resolve conflicts 50
5. Resolve (or attempt to resolve) conflicts respectfully.	<ul style="list-style-type: none"> • Find ways resolve conflicts 50
6. Increasingly develop greater self-awareness; identify their own interests and strengths. Can	<ul style="list-style-type: none"> • Is self-directed (42) • Plays alone (39, 41)

be comfortable choosing to be alone.	
7. Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.	<ul style="list-style-type: none"> • Find ways resolve conflicts 50
8. Can resist and effectively respond to inappropriate peer pressure (as age appropriate).	<ul style="list-style-type: none"> • Find ways resolve conflicts 50
9. Demonstrate positive feelings about their own gender, family, race, culture and language.	<ul style="list-style-type: none"> • Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152 • Feelings about their family 60 • Perceive how a family works 177
10. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	<ul style="list-style-type: none"> • Understands some limits and rules (39, 42, 172) • Plays simple games with rules 42 • Follows and makes simple rules (42)
11. Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.	<ul style="list-style-type: none"> • Makes simple choices (between two objects or ideas) (42) • Argues, reasons, and uses "because" (33)
8. Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.	
1. Contribute to the community (classroom, school, neighborhood) as age appropriate.	<ul style="list-style-type: none"> • Develop friendships 176 • Asks questions and seeks answers (32, 151, 156) • Speaks when spoken to (30, 32) • Increased cooperation (64, 218) • Tolerance of others 84 • Understands some limits and rules (39, 42, 172)
2. Grow in understanding of the need for rules and boundaries in their learning and social environments.	<ul style="list-style-type: none"> • Natural Consequences 201 • Uses language to control and give directions (32) • Understands some limits and rules (39, 42, 172) • Plays simple games with rules 42 • Follows and makes simple rules (42)
3. Show an increasing ability to follow simple, clear and consistent directions and rules.	<ul style="list-style-type: none"> • Natural Consequences 201 • Uses language to control and give directions (32) • Takes turns (41, 172) • Understands some limits and rules (39, 42, 172) • Plays simple games with rules 42 • Follows and makes simple rules

	(42)
4. Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.	<ul style="list-style-type: none"> Argues, reasons, and uses "because" (33) Increased cooperation (64, 218) Shows increasing responsibility (42)
5. Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.	<ul style="list-style-type: none"> Enjoys helping with household tasks 41 Shows increasing responsibility (42) Is self-directed (42)
6. Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	<ul style="list-style-type: none"> Show interest in the outside world (179) Recognize elements of the natural environment and that they may change over time Addressed on page 211
7. Use materials purposefully, safely and respectfully more of the time.	<ul style="list-style-type: none"> Takes turns (41, 172) Shares (41, 172)
8. Respect the property of others and that of the community	<ul style="list-style-type: none"> Takes turns (41, 172) Shares (41, 172)
Creative Arts (CA)	
1. Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.	
1. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).	<ul style="list-style-type: none"> Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105) Participate in art Addressed on page 69, 70, 86 Use small muscles in hands to paste and color 105 Draws basic shapes and expressive art (25)
2. Begin to plan and carry out projects and activities with increasing persistence.	<ul style="list-style-type: none"> Participate in art Addressed on page 69, 70, 86
3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).	<ul style="list-style-type: none"> Participate in art Addressed on page 69, 70, 86
4. Create representations that contain increasing detail.	<ul style="list-style-type: none"> Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105) Participate in art Addressed on page 69, 70, 86 Use small muscles in hands to paste and color 105 Draws basic shapes and expressive art (25)
2. Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel,	

<p>what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.</p>	
<p>1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.</p>	<ul style="list-style-type: none"> • Shows interest in music (59, 68, 214) • Learning through music and movement (61, 66, 68, 109) • Explores music from different cultures 152 • Explores musical instruments 185 • Sings simple, repetitive songs (32) • Sings songs, finger plays, and rhymes with increasing accuracy (32, 148)
<p>2. Begin to understand that music comes in a variety of musical styles.</p>	<ul style="list-style-type: none"> • Shows interest in music (59, 68, 214) • Learning through music and movement (61, 66, 68, 109) • Explores music from different cultures 152 • Explores musical instruments 185
<p>3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).</p>	<ul style="list-style-type: none"> • Shows interest in music (59, 68, 214) • Learning through music and movement (61, 66, 68, 109) • Explores music from different cultures 152 • Explores musical instruments 185 • Sings simple, repetitive songs (32) • Sings songs, finger plays, and rhymes with increasing accuracy (32, 148)
<p>4. Become more familiar with and experiment with a variety of musical instruments. 3. Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.</p>	
<p>1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.</p>	<ul style="list-style-type: none"> • Learning through music and movement (61, 66, 68, 109) • Expresses interest in creative movement 25
<p>2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).</p>	<ul style="list-style-type: none"> • Learning through music and movement (61, 66, 68, 109) • Expresses interest in creative movement 25
<p>3. Begin to identify and create movement in place and through space.</p>	<ul style="list-style-type: none"> • Learning through music and movement (61, 66, 68, 109)

	<ul style="list-style-type: none"> Expresses interest in creative movement 25
4. Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play.	
1. Grow in the ability to pretend and to use objects as symbols for other things.	<ul style="list-style-type: none"> Uses real objects as props during pretend play 24 Engages in pretend play (42, 176)
2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.	<ul style="list-style-type: none"> Role-plays (42, 176)
3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).	<ul style="list-style-type: none"> Engages in pretend play (42, 176) Uses real objects as props during pretend play 24
4. Contribute ideas and offer suggestions to build the dramatic play theme	<ul style="list-style-type: none"> Engages in fantasy play, making up plots (24)
5. Begin to differentiate between fantasy and reality.	<ul style="list-style-type: none"> Understanding of the difference between reality and fantasy Addressed on page 39
5. Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives.	
1. Develop healthy self-concepts through creative arts experiences.	<ul style="list-style-type: none"> Develop self-esteem 44 Learning through music and movement (61, 66, 68, 109) Draws basic shapes and expressive art (25)
2. Show eagerness and pleasure when approaching learning through the creative arts.	<ul style="list-style-type: none"> Participate in art Addressed on page 69, 70, 86 Draws basic shapes and expressive art (25)
3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.	<ul style="list-style-type: none"> Art night with families 73 Look at the art of other children 75
4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).	<ul style="list-style-type: none"> Participate in art Addressed on page 69, 70, 86 Learning through music and movement (61, 66, 68, 109)
5. Are comfortable sharing their ideas and work with others.	<ul style="list-style-type: none"> Plays with peers, sharing ideas and toys (42, 180, 184) Tells stories without prompting (32, 143) Develop self-esteem 44

<p>6. Use the creative arts to express their view of the world.</p>	<ul style="list-style-type: none"> • Show interest in the outside world (179) • Expresses interest in creative movement 25 • Creates stories, imagining and describing things or situations that do not exist (48, 196)
<p>7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.</p>	<ul style="list-style-type: none"> • Tells stories without prompting (32, 143)
<p>8. Begin to appreciate their artistic heritage and that of other cultures.</p>	<ul style="list-style-type: none"> • Explores music from different cultures 152 • Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
<p>9. Can talk about their creations with peers and adults.</p>	<ul style="list-style-type: none"> • Participate in art Addressed on page 69, 70, 86 • Art night with families 73
<p>10. Begin to develop creative arts vocabulary.</p>	<ul style="list-style-type: none"> • Has a vocabulary of 2,000 to 6,000 words (25, 152, 155) • Has and expanding vocabulary up to 6,000 words 33
Language and Early Literacy Development (LL)	
<p>1. Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.</p>	
<p>A. In comprehension strategies: 1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).</p>	<ul style="list-style-type: none"> • Retells a story in sequence (32, 156) • Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66 • Creates stories, imagining and describing things or situations that do not exist (48, 196) • Reflects on past experiences and applies information to new situations (48, 190)
<p>2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.</p>	<ul style="list-style-type: none"> • Understands the meaning of most preschool words (semantics) (32)
<p>3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).</p>	<ul style="list-style-type: none"> • Has a vocabulary of 2,000 to 6,000 words (25, 152, 155) • Has and expanding vocabulary up to 6,000 words 33

<p>4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time ...”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].</p>	<ul style="list-style-type: none"> • Enjoys books (32, 161) • Enjoy books and get a sense of how books work (161) • Knows book and print rules (32, 161)
<p>5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).</p>	<ul style="list-style-type: none"> • Enjoys books (32, 161) •
<p>B. In print and alphabetic knowledge: 1. Show progress in identifying and associating letters with their names and sounds</p>	<ul style="list-style-type: none"> • Knows half or more letter names (24, 120) • Knows half or more letter sounds (24, 120) • Copies and draws simple shapes and letters (14, 16)
<p>2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.</p>	<ul style="list-style-type: none"> • Recognizes own name in print (24, 136) • Knows half or more letter names (24, 120) • Writes own name (25, 91) addressed on page 136
<p>3. Participate in play activities with sounds (e.g., rhyming games, finger plays).</p>	<ul style="list-style-type: none"> • Recognizes rhyming sounds in words (25) • Sings songs, finger plays, and rhymes with increasing accuracy (32, 148) • recognizes alliterative sound in words (25)
<p>C. In concepts about reading: 1. Understand that ideas can be written and then read by others.</p>	<ul style="list-style-type: none"> • Enjoy books and get a sense of how books work (161) • Understand that print carries meaning Addressed on page 208
<p>2. Understand print and book handling concepts including directionality, title, etc</p>	<ul style="list-style-type: none"> • Enjoy books and get a sense of how books work (161) • Knows book and print rules (32, 161)
<p>3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).</p>	<ul style="list-style-type: none"> • Enjoys books (32, 161)
<p>4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).</p>	<ul style="list-style-type: none"> • Enjoy books and get a sense of how books work (161) • Knows book and print rules (32, 161)
<p>5. Develop an understanding of the roles of authors and illustrators.</p>	<ul style="list-style-type: none"> • Enjoy books and get a sense of how books work (161)
<p>2. Early Learning Expectation: Writing Skills. Children begin to develop writing skills to</p>	

communicate and express themselves effectively for a variety of purposes.	
1. Begin to understand that their ideas can be written and then read by themselves or others.	<ul style="list-style-type: none"> • Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.	<ul style="list-style-type: none"> • Use drawings or other visuals to add details to verbal descriptions Addressed on page 207 • Writing (30, 63, 205) • Makes marks or strokes with drawing tools (17, 91)
3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).	<ul style="list-style-type: none"> • Writing (30, 63, 205) • Use drawings or other visuals to add details to verbal descriptions Addressed on page 207 • Understand symbols carry meaning Addressed on 86 • Understand that print carries meaning Addressed on page 208
4. Represent their own or imaginary experiences through writing (with/ without illustrations).	<ul style="list-style-type: none"> • Writing (30, 63, 205) • Use drawings or other visuals to add details to verbal descriptions Addressed on page 207 • Draws basic shapes and expressive art (25)
5. Begin to write familiar words such as their own name.	<ul style="list-style-type: none"> • Writing (30, 63, 205) • Makes marks or strokes with drawing tools (17, 91)
6. Attempt to read or pretend to read what they have written to friends, family members, and others.	<ul style="list-style-type: none"> • Reading Readiness (63, 69)
7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).	<ul style="list-style-type: none"> • Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
8. Develop greater control over the physical skills needed to write letters and numbers.	<ul style="list-style-type: none"> • Writing (30, 63, 205) • Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105) • Makes marks or strokes with drawing tools (17, 91) • Use small muscles in hands to paste and color 105
3. Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.	
1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to	<ul style="list-style-type: none"> • Expresses feelings and emotions with words (39, 41) • Sings songs, finger plays, and rhymes

ask for what they need, to respond to others).	<ul style="list-style-type: none"> with increasing accuracy (32, 148) • Retells a story in sequence (32, 156) • Argues, reasons, and uses "because" (33)
2. Show increasing comfort and confidence when speaking.	<ul style="list-style-type: none"> • Approaches situations with increasing flexibility (47) • Speaking Skills 30
3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).	<ul style="list-style-type: none"> • Recognizes rhyming sounds in words (25) • Sings songs, finger plays, and rhymes with increasing accuracy (32, 148) • recognizes alliterative sound in words (25)
4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.	<ul style="list-style-type: none"> • Has a vocabulary of 2,000 to 6,000 words (25, 152, 155) • Has and expanding vocabulary up to 6,000 words 33
5. Speak in increasingly more complex combinations of words and in sentences.	<ul style="list-style-type: none"> • Uses sentences with seven words or more (30, 32) • Uses pronouns in sentences (32) • Likes to learn new words (32, 143, 155) • Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66 • Pronounces words and sounds correctly (32, 144)
6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).	<ul style="list-style-type: none"> • Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66 • Uses language to control and give directions (32) • Converses easily with adults (33) • Speaks when spoken to (30, 32)
7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).	<ul style="list-style-type: none"> • Speaks when spoken to (30, 32) • Speaking Skills 30 • Tells stories without prompting (32, 143)
8. Use nonverbal expressions and gestures to match and reinforce spoken expression.	<ul style="list-style-type: none"> • Confidence in communicating with others 30
9. Show progress in speaking both their home language and English (if nonEnglish-speaking children).	<ul style="list-style-type: none"> • Speaking Skills 30
10. If appropriate, show progress in learning alternative communication strategies such as	<ul style="list-style-type: none"> • Speaking Skills 30 • Confidence in communicating with

sign language.	others 30
4. Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.	
1. Gain information from listening (e.g., to conversations, stories, songs, poems)	<ul style="list-style-type: none"> • Listens for details (32, 160)
2. Show progress in listening to and following spoken directions.	<ul style="list-style-type: none"> • Follows 2-3 step directions (32, 148) • Follows and makes simple rules (42)
3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.	<ul style="list-style-type: none"> • Listens for details (32, 160)
4. Respond with understanding to speech directed at them.	<ul style="list-style-type: none"> • Speaks when spoken to (30, 32) • Understands the meaning of most preschool words (semantics) (32) • Confidence in communicating with others 30 • Answers questions about familiar stories (32, 151)
5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).	<ul style="list-style-type: none"> • Shares (41, 172) • Role-plays (42, 176)
6. Understand and respond appropriately to non-verbal expressions and gestures.	<ul style="list-style-type: none"> • Confidence in communicating with others 30
7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).	<ul style="list-style-type: none"> • Understand when words are used in unconventional ways Addressed on page 66
5. Early Learning Expectation: Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.	
1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).	<ul style="list-style-type: none"> • Creates stories, imagining and describing things or situations that do not exist (48, 196) • Participate in art Addressed on page 69, 70, 86
2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).	<ul style="list-style-type: none"> • Reflects on past experiences and applies information to new situations (48, 190) • Asks questions and seeks answers (32, 151, 156)
3. Begin to compare information across sources and discriminate between fantasy and reality.	<ul style="list-style-type: none"> • Understanding of the difference between reality and fantasy Addressed on page 39

6. Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.	
1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.	<ul style="list-style-type: none"> • Reading Readiness (63, 69)
2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).	<ul style="list-style-type: none"> • Reading Readiness (63, 69) • Enjoys books (32, 161) • Enjoy books and get a sense of how books work (161)
3. Make connections with situations or events, people or stories.	<ul style="list-style-type: none"> • Reflects on past experiences and applies information to new situations (48, 190)
4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	<ul style="list-style-type: none"> • Approaches situations with increasing flexibility (47)
5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Likes to learn new words (32, 143, 155)
7. Early Learning Expectation: Diversity of Communication. Children begin to understand that communication is diverse and that people communicate in a variety of ways.	
1. Understand that some people communicate in different languages and other forms of English.	<ul style="list-style-type: none"> • Develop an awareness and appreciation of family cultural stories and traditions • Feelings about their family 60 • Perceive how a family works 177
2. Become aware of the value of the language used in their homes.	<ul style="list-style-type: none"> • Develop an awareness and appreciation of family cultural stories and traditions • Feelings about their family 60 • Perceive how a family works 177
3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).	<ul style="list-style-type: none"> • Develop an awareness and appreciation of family cultural stories and traditions • Feelings about their family 60 • Perceive how a family works 177
4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	<ul style="list-style-type: none"> • Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152 • Feelings about their family 60 • Perceive how a family works 177
Dual Language Learning (DLL)	
1. Early Learning Expectation: Receptive English Language Skills. Children demonstrate	

an increasing ability to comprehend or understand the English language at an appropriate developmental level.	
1. Observe peers and adults with increasing attention to understand language and intent.	
2. Respond with non-verbal actions and basic English words or phrases to communicate.	
3. Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.	
4. Increase understanding of multiple meanings of words.	
5. Exhibit a growing vocabulary of basic and high-frequency words.	
6. Demonstrate a beginning of phonological awareness and phonics.	
2. Early Learning Expectation: Expressive English Language Skills. Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.	
1. Express basic needs using common words or phrases in English.	
2. Participate with peers and adults in simple exchanges in English.	
3. As age appropriate, attempt to use longer sentences or phrases in English.	
4. Continue to use and build home language as needed to build understanding of words and concepts in second language.	
3. Early Learning Expectation: Engagement in English Literacy Activities. Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.	
1. Demonstrate increasing attention to stories and book reading.	
2. Name or recall characters in stories.	
3. Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.	
4. Begin to talk about books, stories, make predictions or take a guess about the book.	
4. Early Learning Expectation: Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.	
Alphabet 1. Engage in early drawing or emergent writing attempts.	

2. Copy letters of the English alphabet as age appropriate	
Words 3. Write or copying important words (name, friends, and family).	
4. Write name using a capital letter at the beginning.	
5. Copy words or labels from integrated learning (math, science, arts) experiences.	
6. Use drawing and emergent writing together.	
5. Early Learning Expectation: Social Interaction. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.	
1. Demonstrate and also accept positive verbal and non-verbal interactions from peers.	
In English: 2. Engage with the teacher and others in a positive manner.	
3. Communicate emotions appropriately and beginning to label feelings.	
4. Show both verbal and non-verbal attempts to participate with peers.	
In the First Language: 5. Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).	
6. Demonstrate pride and recognition of first language.	
7. Build skills in first language.	
Technology Literacy Early Learning in Technology (TL)	
1. Early Learning Expectation: Creativity and Innovation. Children use a variety of developmentally appropriate digital tools to learn and create.	
1. Can describe and creatively use a variety of technological tools independently or with peer or adult help.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
2. Understand that technology tools can be used throughout the day	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
3. Understand that different technology tools have different uses, including communicating feelings and ideas.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
2. Early Learning Expectation: Communication and Collaboration. Children work together when using developmentally appropriate digital tools.	
1. Respond to other children's technology products vocally or within the technology tool.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas

2. Work with one or more other children to plan and create a product with a technology tool.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
3. Early Learning Expectation: Research and Information Literacy. With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study.	
1. Begin to be able to navigate developmentally appropriate websites.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
2. Understand that the internet can be used to locate information as well as for entertainment.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
3. Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
4. Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making. Children can explain some ways that technology can be used to solve problems.	
1. Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
2. When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
5. Early Learning Expectation: Digital Citizenship. Children begin to understand how technology can be used appropriately or inappropriately	
1. Begin to state and follow rules for safe use of the computer and other technology tools.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
2. Begin to understand how technology can be used inappropriately (e.g., using another's cell phone without permission, using the Internet without supervision).	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
3. Identify the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling).	
4. Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
5. Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas

discomfort.	
6. Early Learning Expectation: Technology Operations and Concepts. Children begin to learn to use and talk about technology tools appropriately.	
1. Can follow simple directions to use common technology tools	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
2. Recognize and name the major parts of a computer and other devices	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
3. Understand the need for and demonstrate basic care for technology equipment.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
4. Use adaptive devices to operate a software program as necessary.	<ul style="list-style-type: none"> • With modeling and support explore a variety of digital tools to express ideas
Social, Emotional and Physical Health and Development (SEP)	
1. Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self.	
1. Show an emerging sense of self-awareness	<ul style="list-style-type: none"> • Art night with families 73 • Recognizes own name in print (24, 136) • Develop friendships 176 • Similarities and difference between people Addressed on page 152, 176, 207
2. Continue to develop personal preferences.	<ul style="list-style-type: none"> • Engages in fantasy play, making up plots (24)
3. Demonstrate growing confidence in expressing their feelings, needs and opinions.	<ul style="list-style-type: none"> • Tells stories without prompting (32, 143) • Confidence in communicating with others 30
4. Become increasingly more independent	<ul style="list-style-type: none"> • Shows independence (39, 41, 44)
5. Recognize and have positive feelings about their own gender, family, race, culture and language	<ul style="list-style-type: none"> • Tells stories without prompting (32, 143) • Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
6. Identify a variety of feelings and moods (in themselves and others).	<ul style="list-style-type: none"> • Others emotions 52 • Expresses feelings and emotions with words (39, 41) • Understands others' perspectives (41, 176)
2. Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions.	
1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	<ul style="list-style-type: none"> • Understands others' perspectives (41, 176) • Is sensitive to the feelings of others

	<ul style="list-style-type: none"> (42) • Tolerance of others 84
2. Grow in their ability to follow simple, clear, and consistent directions and rules.	<ul style="list-style-type: none"> • Plays simple games with rules 42 • Follows and makes simple rules (42)
3. Use materials purposefully, safely, and respectfully more and more of the time.	<ul style="list-style-type: none"> • Follows and makes simple rules (42) • Understands some limits and rules (39, 42, 172)
4. Begin to know when and how to seek help from an adult or peer.	<ul style="list-style-type: none"> • Seeks and accepts help and information (48, 188)
5. Manage transitions and follow routines most of the time.	<ul style="list-style-type: none"> • Transitions 131 • Transitions throughout the day 69
6. Can adapt to different environments.	<ul style="list-style-type: none"> • Show interest in the outside world (179)
3. Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults.	
1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.	<ul style="list-style-type: none"> • Play with peers 185 • Plays with other children (39, 41, 167, 172, 176, 180, 184, 212) • Engages in group play (42) • Plays with peers, sharing ideas and toys (42, 180, 184)
2. Begin to develop and practice the use of problem-solving and conflict resolution skills.	<ul style="list-style-type: none"> • Find ways resolve conflicts 50 • Problem solving (61, 73, 221) • Uses reason to solve problems (19, 24, 63)
3. Recognize similarities and differences in people (gender, family, race, culture, language).	<ul style="list-style-type: none"> • Similarities and difference between people Addressed on page 152, 176, 207
4. Increase their capacity to take another's perspective.	<ul style="list-style-type: none"> • Understands others' perspectives (41, 176) • Is sensitive to the feelings of others (42) • Tolerance of others 84
5. Show increasing respect for the rights of others.	<ul style="list-style-type: none"> • Understands others' perspectives (41, 176) • Is sensitive to the feelings of others (42) • Tolerance of others 84
6. Show progress in developing and keeping friendships.	<ul style="list-style-type: none"> • Develop friendships 176 • Makes friends (42, 176)
7. Participate successfully as a group member.	<ul style="list-style-type: none"> • Engages in group play (42) • Play with peers 185 • Plays with other children (39, 41, 167, 172, 176, 180, 184, 212)

<p>8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.</p>	<ul style="list-style-type: none"> • Shows independence (39, 41, 44) • Enjoys helping with household tasks 41 • Perceive how a family works 177
<p>4. Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.</p>	
<p>1. Begin to recognize and learn the names of body parts.</p>	<ul style="list-style-type: none"> • Identifies and names body parts (24)
<p>2. Begin to understand spatial awareness for themselves, others, and their environment.</p>	<ul style="list-style-type: none"> • Increased spatial awareness (217)
<p>3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.</p>	<ul style="list-style-type: none"> • Jumps into air with both feet (17, 216) • Runs consistently without falling (14, 17, 109, 215) • Pedals and steers preschool-sized three-wheeler (17) • Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17) • Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123) • Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14
<p>4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths.</p>	<ul style="list-style-type: none"> • Shows independence (39, 41, 44) • Makes simple choices (between two objects or ideas) (42) • Is self-directed (42)
<p>5. Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.</p>	
<p>1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</p>	<ul style="list-style-type: none"> • Walks on a balance beam or line (14, 16, 62, 96) • Walks up and down stairs alternating feet (17) • Runs consistently without falling (14, 17, 109, 215) • Runs with ease and stops quickly (14, 17, 109, 215)

	<ul style="list-style-type: none"> • Jumps into air with both feet (17, 216) • Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123) • Jumps over objects 8 to 10 inches high without falling (17, 92) • Learns to jump rope (17, 62, 131)
2. Show their ability to use different body parts in a rhythmic pattern.	<ul style="list-style-type: none"> • Swings arms when walking (16) • Learning through music and movement (61, 66, 68, 109) • Expresses interest in creative movement 25
3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.	<ul style="list-style-type: none"> • Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123) • Kicks a ball with accuracy (17, 109) • Slides without assistance (17)
4. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game).	<ul style="list-style-type: none"> • Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17) • Rides two-wheeled bike (14, 17)
6. Early Learning Expectation: Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.	
1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).	<ul style="list-style-type: none"> • Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105) • Builds and stacks with several small blocks (17) • Use small muscles in hands to paste and color 105 • Uses number words to indicate the quantity in small sets of objects Addressed on page 131
2. Use fine motor skills they are learning in daily activities (e.g., dressing themselves).	<ul style="list-style-type: none"> • Dresses with little assistance (17)
7. Early Learning Expectation: Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.	
1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of	<ul style="list-style-type: none"> • Increased cooperation (64, 218) • Shows increasing patience (42)

others.	<ul style="list-style-type: none"> • Takes turns (41, 172)
2. Take pride in their own abilities and increase self-motivation.	<ul style="list-style-type: none"> • Motivation 44 • Develop self-esteem 44
3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.	<ul style="list-style-type: none"> • Is sensitive to the feelings of others (42) • Others emotions 52
4. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.	<ul style="list-style-type: none"> • Plays with other children (39, 41, 167, 172, 176, 180, 184, 212) • Understands others' perspectives (41, 176) • Engages in group play (42)
8. Early Learning Expectation: Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.	
1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.	<ul style="list-style-type: none"> • Distinguish nutritious foods from non-nutritious foods Addressed on page 115
2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.	<ul style="list-style-type: none"> • Distinguish nutritious foods from non-nutritious foods Addressed on page 115
3. Use age/developmentally-appropriate eating utensils safely and correctly.	<ul style="list-style-type: none"> • Small muscles for feeding self 2
4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.	<ul style="list-style-type: none"> • Food allergies Addressed on page 223
9. Early Learning Expectation: Healthy Choices. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	
1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.	<ul style="list-style-type: none"> • Importance Handwashing Addressed on page 69, 168, 199, 200
2. Grow in understanding of the importance of good health and its relationship to physical activity	<ul style="list-style-type: none"> • Importance of exercise 11
3. Talk about ways to prevent spreading germs and diseases to other people.	<ul style="list-style-type: none"> • Importance Handwashing Addressed on page 69, 168, 199, 200
4. Develop an understanding of basic oral hygiene	<ul style="list-style-type: none"> • Tooth brushing 199
5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods	
6. Can begin to recognize some symptoms of	<ul style="list-style-type: none"> • Don't feel well Addressed on page 204

disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).	
7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].	<ul style="list-style-type: none"> Distinguish nutritious foods from non-nutritious foods Addressed on page 115
10. Early Learning Expectation: Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies.	
1. Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).	<ul style="list-style-type: none"> Emergency evacuations (228) Transportation of children (219) Identify safety hazards 213 Water Safety 224
2. Identify persons to whom they can turn for help in an emergency situation.	<ul style="list-style-type: none"> Attachment to familiar caregiver 35
3. Begin to know important facts about themselves (e.g., address, phone number, parent’s name).	<ul style="list-style-type: none"> Knows and says first and last names (32)
4. Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).	<ul style="list-style-type: none"> Emergency evacuations (228) Identify safety hazards 213
5. Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other’s blood and vomit).	<ul style="list-style-type: none"> Emergency evacuations (228)
6. Begin to try new activities with ‘just manageable’ risk (e.g., riding a tricycle, climbing safely, jumping, exploring).	<ul style="list-style-type: none"> Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17) Rides two-wheeled bike (14, 17) Jumps into air with both feet (17, 216) Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123) Jumps over objects 8 to 10 inches high without falling (17, 92) Learns to jump rope (17, 62, 131)
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable	<ul style="list-style-type: none"> Understands some limits and rules (39, 42, 172)

boundaries.	<ul style="list-style-type: none"> Follows and makes simple rules (42)
Early Learning in Mathematics (M)	
1. Early Learning Expectation: Math Practices. Children begin to develop processes and strategies for solving mathematical problems.	
1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).	<ul style="list-style-type: none"> Shows interest in numbers and names of numbers (24, 131) Understand numbers represent a quantity Addressed on page 131 and 136 Uses number words to indicate the quantity in small sets of objects Addressed on page 131 Uses reason to solve problems (19, 24, 63) Counts objects out loud (24, 131, 136)
2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).	<ul style="list-style-type: none"> Uses reason to solve problems (19, 24, 63) Understand numbers represent a quantity Addressed on page 131 and 136
3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.	<ul style="list-style-type: none"> Problem solving (61, 73, 221) Uses reason to solve problems (19, 24, 63) Reflects on past experiences and applies information to new situations (48, 190) Introducing mathematics 210
4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	<ul style="list-style-type: none"> Reflects on past experiences and applies information to new situations (48, 190) Introducing mathematics 210 Uses language to say what he feels, wants, and needs (33) Argues, reasons, and uses "because" (33) Purposefully explores new things or ideas (47, 193, 194)
5. Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.	<ul style="list-style-type: none"> Reflects on past experiences and applies information to new situations (48, 190) Estimates numbers in a group (25) Seeks and accepts help and information (48, 188) Purposefully explores new things or ideas (47, 193, 194)

	<ul style="list-style-type: none"> • Predicting 22 • Judging 22 • Deciding 22
2. Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).	
1. Participate regularly in informal conversations about mathematical concepts and number relationships.	<ul style="list-style-type: none"> • Introducing mathematics 210 • Shows interest in numbers and names of numbers (24, 131) • Understand numbers represent a quantity Addressed on page 131 and 136 • Uses number words to indicate the quantity in small sets of objects Addressed on page 131 • Understands concepts such as age, number, and distance (24, 115, 132) • Estimates numbers in a group (25)
2. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	<ul style="list-style-type: none"> • Understand numbers represent a quantity Addressed on page 131 and 136 • Uses number words to indicate the quantity in small sets of objects Addressed on page 131
3. Begin to use symbols to represent real objects and quantities.	<ul style="list-style-type: none"> • Understand numbers represent a quantity Addressed on page 131 and 136 • Uses number words to indicate the quantity in small sets of objects Addressed on page 131 • Understand symbols carry meaning Addressed on 86
4. Make progress from matching and recognizing number symbols to reading and writing numerals.	<ul style="list-style-type: none"> • Understand symbols carry meaning Addressed on 86 • Writing (30, 63, 205) • Uses number words to indicate the quantity in small sets of objects Addressed on page 131
5. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.	<ul style="list-style-type: none"> • Uses number words to indicate the quantity in small sets of objects Addressed on page 131 • Makes comparisons between objects after observation (24, 130, 132)
6. Begin to recognize that information comes in many forms and can be organized and displayed in different ways.	<ul style="list-style-type: none"> • Understand that print carries meaning Addressed on page 208 • Copies and draws simple shapes and

	<p>letters (14, 16)</p> <ul style="list-style-type: none"> • Makes marks or strokes with drawing tools (17, 91) • Draws basic shapes and expressive art (25)
7. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).	<ul style="list-style-type: none"> • Understands the words whole and half and uses them in sentences 25 • Uses words for time, such as yesterday and today (24, 136) • Makes comparisons between objects after observation (24, 130, 132)
3. Early Learning Expectation: Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.	
1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.	<ul style="list-style-type: none"> • Copy and anticipate a repeating pattern Addressed on page 121
2. Identify patterns in their environment.	<ul style="list-style-type: none"> • Notices patterns (24, 62, 121)
3. Investigate patterns and describe relationships.	<ul style="list-style-type: none"> • Notices patterns (24, 62, 121) • Copy and anticipate a repeating pattern Addressed on page 121
4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	<ul style="list-style-type: none"> • Notices patterns (24, 62, 121) • Copy and anticipate a repeating pattern Addressed on page 121
4. Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.	
1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.	<ul style="list-style-type: none"> • Counts objects out loud (24, 131, 136) • Counts twenty or more objects with accuracy (25, 131, 136)
2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.	<ul style="list-style-type: none"> • Uses words for time, such as yesterday and today (24, 136) • Recognize elements of the natural environment and that they may change over time Addressed on page 211
3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).	<ul style="list-style-type: none"> • Place objects in one-to-one correspondence relationships during play Addressed on page 131 • Demonstrate understanding of one-to-one correspondence 131
4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).	<ul style="list-style-type: none"> • Uses number words to indicate the quantity in small sets of objects Addressed on page 131

	<ul style="list-style-type: none"> • Understand numbers represent a quantity Addressed on page 131 and 136
5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.	<ul style="list-style-type: none"> • Understand numbers represent a quantity Addressed on page 131 and 136 • Uses number words to indicate the quantity in small sets of objects Addressed on page 131 • Introducing mathematics 210
6. Show growth in understanding that number words and numerals represent quantities.	<ul style="list-style-type: none"> • Understand numbers represent a quantity Addressed on page 131 and 136 • Uses number words to indicate the quantity in small sets of objects Addressed on page 131 • Understands concepts such as age, number, and distance (24, 115, 132)
7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.	<ul style="list-style-type: none"> • Uses number words to indicate the quantity in small sets of objects Addressed on page 131 • Understands concepts such as age, number, and distance (24, 115, 132)
8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).	<ul style="list-style-type: none"> • Understands concepts such as age, number, and distance (24, 115, 132)
9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”	<ul style="list-style-type: none"> • Counts twenty or more objects with accuracy (25, 131, 136)
5. Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.	
1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.	<ul style="list-style-type: none"> • Problem solving (61, 73, 221) • Uses reason to solve problems (19, 24, 63) • Problem solving (61, 73, 221) • Uses reason to solve problems (19, 24, 63)
2. Can generate problems that involve predicting, collecting, and analyzing information.	<ul style="list-style-type: none"> • Predicting 22 • Problem solving (61, 73, 221) • Uses reason to solve problems (19, 24, 63)
3. Use simple estimation to make better guesses.	<ul style="list-style-type: none"> • Estimates numbers in a group (25)
4. Identify likenesses and differences	<ul style="list-style-type: none"> • Similarities and difference between

	<p>people Addressed on page 152, 176, 207</p> <ul style="list-style-type: none"> • Sorts or describes objects by one or more attributes (24, 115, 129, 130) • Sorts and organizes (25, 129, 130) • Do simple sorting 146 • Sort and create sets 130
5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).	<ul style="list-style-type: none"> • Sorts or describes objects by one or more attributes (24, 115, 129, 130) • Sorts and organizes (25, 129, 130) • Do simple sorting 146 • Sort and create sets 130
6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way	<ul style="list-style-type: none"> • Sorts or describes objects by one or more attributes (24, 115, 129, 130) • Sorts and organizes (25, 129, 130) • Do simple sorting 146 • Sort and create sets 130
7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.	<ul style="list-style-type: none"> • Understand symbols carry meaning Addressed on 86
6. Early Learning Expectation: Measuring. Children explore and discover simple ways to measure.	
1. Show awareness that things in their environment can be measured.	<ul style="list-style-type: none"> • Measure 121 • Uses measurement terms (25, 121, 137)
2. Begin to understand concepts of weight.	<ul style="list-style-type: none"> • Uses measurement terms (25, 121, 137)
3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).	<ul style="list-style-type: none"> • Uses words for time, such as yesterday and today (24, 136) • Recognize elements of the natural environment and that they may change over time Addressed on page 211
4. Show an awareness of temperature as it affects their daily lives.	<ul style="list-style-type: none"> • Recognize elements of the natural environment and that they may change over time Addressed on page 211
5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).	<ul style="list-style-type: none"> • Estimates numbers in a group (25)
6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.	<ul style="list-style-type: none"> • Measure 121 • Uses measurement terms (25, 121, 137)
7. Begin to understand that tools (e.g., rulers,	<ul style="list-style-type: none"> • Measure 121

scales, counters) can be used to measure properties of objects and amounts.	<ul style="list-style-type: none"> • Uses measurement terms (25, 121, 137)
7. Early Learning Expectation: Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	
1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.	<ul style="list-style-type: none"> • Copies and draws simple shapes and letters (14, 16) • Names simple shapes (24, 210) • Draws basic shapes and expressive art (25)
2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.	<ul style="list-style-type: none"> • Copies and draws simple shapes and letters (14, 16) • Names simple shapes (24, 210) • Draws basic shapes and expressive art (25)
3. Begin to recognize and appreciate geometric shapes in their environment.	<ul style="list-style-type: none"> • Names simple shapes (24, 210) •
4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).	<ul style="list-style-type: none"> • Uses positional terms (under, over, though, next) (24, 121)
5. Identify patterns in their environment.	<ul style="list-style-type: none"> • Notices patterns (24, 62, 121)
6. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.	<ul style="list-style-type: none"> • Copy and anticipate a repeating pattern Addressed on page 121
7. Investigate patterns and describe relationships.	<ul style="list-style-type: none"> • Notices patterns (24, 62, 121) • Copy and anticipate a repeating pattern Addressed on page 121
8. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	<ul style="list-style-type: none"> • Notices patterns (24, 62, 121) • Copy and anticipate a repeating pattern Addressed on page 121
Early Learning in Science (S)	
1. Early Learning Expectation: Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play.	
1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.	<ul style="list-style-type: none"> • Recognize elements of the natural environment and that they may change over time Addressed on page 211
2. Ask questions related to their own interest and observations.	<ul style="list-style-type: none"> • Asks questions and seeks answers (32, 151, 156)
3. Talk about their own predictions, explanations and generalizations based on past and current experiences.	<ul style="list-style-type: none"> • Predicting 22 • Reflects on past experiences and applies information to new situations

	(48, 190)
4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).	<ul style="list-style-type: none"> Makes comparisons between objects after observation (24, 130, 132)
5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).	<ul style="list-style-type: none"> Use simple tools to extend investigations Addressed on page 63 Makes comparisons between objects after observation (24, 130, 132) Purposefully explores new things or ideas (47, 193, 194)
2. Early Learning Expectation: Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.	
1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).	<ul style="list-style-type: none"> Seeks and accepts help and information (48, 188) Reflects on past experiences and applies information to new situations (48, 190) Asks questions and seeks answers (32, 151, 156)
2. Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).	<ul style="list-style-type: none"> Sorts or describes objects by one or more attributes (24, 115, 129, 130) Sorts and organizes (25, 129, 130) Do simple sorting 146
3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).	<ul style="list-style-type: none"> Recognize elements of the natural environment and that they may change over time Addressed on page 211 Show interest in the outside world (179)
4. Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).	<ul style="list-style-type: none"> Place objects in one-to-one correspondence relationships during play Addressed on page 131 Show interest in the outside world (179)
5. Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).	<ul style="list-style-type: none"> Show interest in the outside world (179)
6. Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).	<ul style="list-style-type: none"> Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14 Identifies and names body parts (24)
7. Observe, describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).	<ul style="list-style-type: none"> Likes to learn new words (32, 143, 155)

	<ul style="list-style-type: none"> • Understands the meaning of most preschool words (semantics) (32) • Has and expanding vocabulary up to 6,000 words 33
3. Early Learning Expectation: Knowledge about the Earth. Children show a beginning awareness of scientific knowledge related to the earth.	
1. Can talk about observable characteristics of different seasons.	<ul style="list-style-type: none"> • Show interest in the outside world (179) • Changing seasons 211
2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.	<ul style="list-style-type: none"> • Show interest in the outside world (179)
3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.	<ul style="list-style-type: none"> • Show interest in the outside world (179) • Earth - water evaporation 137
4. Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).	<ul style="list-style-type: none"> • Show interest in the outside world (179) • Understand weather concepts 115 • Weather patterns 211 • Earth - water evaporation 137
5. Talk about ways to be safe during bad weather and in outdoor explorations.	<ul style="list-style-type: none"> • Show interest in the outside world (179) • Emergency evacuations (228) • Understand weather concepts 115 • Weather patterns 211
Early Learning in the Social Studies (SS)	
1. Early Learning Expectation: Relationship in Place. Children begin to understand and interpret their relationship and place within their own environment.	
1. Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.	<ul style="list-style-type: none"> • Concepts about nature 63 • Connecting with nature 211
2. Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.	<ul style="list-style-type: none"> • Concepts about nature 63 • Connecting with nature 211 • Enjoys books (32, 161)
3. Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.	<ul style="list-style-type: none"> • Using materials found in nature (59, 190) • Concepts about nature 63 • Connecting with nature 211 • Show interest in the outside world (179)
4. Engage in conversations that reflect experiences in and observations of the environment.	<ul style="list-style-type: none"> • Using materials found in nature (59, 190) • Concepts about nature 63

	<ul style="list-style-type: none"> • Connecting with nature 211 • Show interest in the outside world (179)
5. Demonstrate a developing sense of respect for nature and its components.	<ul style="list-style-type: none"> • Concepts about nature 63 • Connecting with nature 211 •
6. Use and understand words for location and direction.	<ul style="list-style-type: none"> • Read map directions 209
2. Early Learning Expectation: How People Are Influenced. Children begin to recognize that many different influences shape people's thinking and behavior.	
1. Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).	<ul style="list-style-type: none"> • Help children to recognize their address, phone number, and birthday by using matching games and made-up songs 132
2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.	<ul style="list-style-type: none"> • Understands others' perspectives (41, 176) • Is sensitive to the feelings of others (42) • Tolerance of others 84
3. Show an understanding of family and how families are alike and different.	<ul style="list-style-type: none"> • Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152 • Feelings about their family 60 • Perceive how a family works 177
4. Talk about ways members of a family can work together to help one another.	<ul style="list-style-type: none"> • Perceive how a family works 177
5. Begin to recognize that people celebrate events in a variety of ways.	<ul style="list-style-type: none"> • Activities that reflect diversity including gender, ethnicity, culture, race, and ability 84
6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.	<ul style="list-style-type: none"> • Understands others' perspectives (41, 176) • Is sensitive to the feelings of others (42) • Tolerance of others 84
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	<ul style="list-style-type: none"> • Is sensitive to the feelings of others (42) • Tolerance of others 84 • Understanding boundaries 44
8. Participate in creating their own classroom celebrations.	<ul style="list-style-type: none"> • Art night with families 73
3. Early Learning Expectation: Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.	

1. Use words to describe time (e.g., yesterday, today, tomorrow).	<ul style="list-style-type: none"> • Uses words for time, such as yesterday and today (24, 136)
2. Can talk about recent and past events.	<ul style="list-style-type: none"> • Reflects on past experiences and applies information to new situations (48, 190) • Tells stories without prompting (32, 143)
3. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.	<ul style="list-style-type: none"> • Concepts about nature 63 • Connecting with nature 211 • Asks questions and seeks answers (32, 151, 156)
4. Gather information and learn new concepts through experimentation and discovery, making connections what they already know.	<ul style="list-style-type: none"> • Reflects on past experiences and applies information to new situations (48, 190) • Purposefully explores new things or ideas (47, 193, 194) • Invents new purposes for objects (47, 190)
5. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	<ul style="list-style-type: none"> • Develop friendships 176 • Enjoys helping with household tasks 41 • Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152 • Feelings about their family 60 • Perceive how a family works 177
6. Contribute to their community (classroom, school, neighborhood) as age appropriate.	<ul style="list-style-type: none"> • Enjoys helping with household tasks 41 • Follows and makes simple rules (42)
4. Early Learning Expectation: Why We Have Rules and Laws. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community	
1. Grow in their understanding of the need for rules and boundaries in their learning and social environment.	<ul style="list-style-type: none"> • Understands some limits and rules (39, 42, 172) • Follows and makes simple rules (42) • Water Safety 224 • Identify safety hazards 213
2. Begin to understand consequences of following and breaking (disobeying) rules.	<ul style="list-style-type: none"> • Natural Consequences 201
3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules,	<ul style="list-style-type: none"> • Attachment to familiar caregiver 35

who tells them when they are breaking a rule, who helps enforce rules).	
4. Show increasing respect for the rights of others.	<ul style="list-style-type: none"> • Understands others' perspectives (41, 176) • Is sensitive to the feelings of others (42) • Tolerance of others 84
5. Early Learning Expectation: Basic Ideas about Economics. Children increase their understanding about how basic economic concepts relate to their lives.	
1. Can talk about some of the workers and services in their community.	<ul style="list-style-type: none"> • Role-plays (42, 176)
2. Can talk about some of the ways people earn a living.	<ul style="list-style-type: none"> • Role-plays (42, 176)
3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).	<ul style="list-style-type: none"> • Knows some names of coins and bills (money) 25
4. Make simple choices about how to spend money.	<ul style="list-style-type: none"> • Knows some names of coins and bills (money) 25
6. Early Learning Expectation: People and Their Environment. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	
1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).	<ul style="list-style-type: none"> • Perceive how a family works 177
2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).	<ul style="list-style-type: none"> • Show interest in the outside world (179) • Recognize elements of the natural environment and that they may change over time Addressed on page 211
3. Engages in activities that promote a sense of contribution.	<ul style="list-style-type: none"> • Shares (41, 172)
4. Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.	<ul style="list-style-type: none"> • Recognize elements of the natural environment and that they may change over time Addressed on page 211 • Concepts about nature 63 • Connecting with nature 211