



Early Learning Teaching Strategies for Classrooms

Serving Four-Year-Old Children

English Language Arts, Mathematics, Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies



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Contents

ENGLISH LANGUAGE ARTS STANDARDS FOR FOUR-YEAR-OLD CHILDREN	6
READING STANDARDS FOR LITERATURE	6
READING STANDARDS FOR INFORMATIONAL TEXT	9
READING STANDARDS: FOUNDATIONAL SKILLS	12
WRITING STANDARDS	16
SPEAKING AND LISTENING SKILLS	18
LANGUAGE	21
ENGLISH LANGUAGE ARTS STANDARDS GLOSSARY	26
MATHEMATIC STANDARDS FOR FOUR-YEAR-OLD CHILDREN	27
COUNTING AND CARDINALITY DOMAIN (CC)	27
OPERATIONS AND ALGEBRAIC THINKING (OA)	29
MEASUREMENT AND DATA (MD)	30
GEOMETRY DOMAIN (GE)	32
MATHEMATICS GLOSSARY	34
APPROACHES TO LEARNING STANDARDS FOR FOUR-YEAR-OLD CHILDREN	35
PLAY DOMAIN (PL)	35
CURIOSITY AND INITIATIVE DOMAIN (CI)	36
PERSISTENCE AND ATTENTIVENESS DOMAIN (PA)	38
APPROACHES TO LEARNING GLOSSARY	41
SOCIAL AND EMOTIONAL DEVELOPMENT FOR FOUR-YEAR-OLD CHILDREN	42
SOCIAL DEVELOPMENT DOMAIN (SD)	42
EMOTIONAL DEVELOPMENT DOMAIN (ED)	48
SOCIAL AND EMOTIONAL DEVELOPMENT GLOSSARY	56
SCIENCE STANDARDS FOR FOUR-YEAR-OLD CHILDREN	57
SCIENTIFIC METHOD AND INQUIRY DOMAIN (SI)	57
PHYSICAL SCIENCE DOMAIN (PS)	60
LIFE SCIENCE DOMAIN (LS)	61
EARTH SCIENCE DOMAIN (ES)	62
TECHNOLOGY DOMAIN (TE)	64
SCIENCE GLOSSARY	66
PHYSICAL DEVELOPMENT STANDARDS FOR FOUR-YEAR-OLD CHILDREN	67

GROSS MOTOR SKILLS DOMAIN (GM)	67
FINE MOTOR SKILLS DOMAIN (FM)	69
SELF-CARE, HEALTH, AND SAFETY SKILLS (SC)	73
PHYSICAL DEVELOPMENT GLOSSARY	79
CREATIVE EXPRESSION STANDARDS FOR FOUR-YEAR-OLD CHILDREN	80
MUSIC DOMAIN (MU).....	80
DANCE AND MOVEMENT DOMAIN (DM)	81
THEATRE AND DRAMATIC PLAY DOMAIN (DP).....	82
VISUAL ARTS DOMAIN (VA)	83
CREATIVE EXPRESSION GLOSSARY	85
SOCIAL STUDIES STANDARDS FOR FOUR-YEAR-OLD CHILDREN.....	86
FAMILY AND COMMUNITY DOMAIN (FC).....	86
OUR WORLD DOMAIN (OW).....	91
HISTORY AND EVENTS DOMAIN (HE).....	92
SOCIAL STUDIES GLOSSARY.....	94

INTRODUCTION

Research has consistently shown that 3- and 4-year-olds who attend high quality preschool programs are more successful in kindergarten and beyond both academically and socially. School readiness is developed when children are presented with opportunities to enhance their skills, knowledge, and abilities by participating in classrooms that are sensitive to community values, recognize individual differences, reinforce and extend their strengths, and assist them in overcoming difficulties.



In an effort to support school readiness for children and provide teachers with examples of practical teaching strategies, the Mississippi Department of Education has developed the *Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children*. The *Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Olds* are meant to serve as a companion to the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*. These strategies were developed to assist teachers with instruction, assessment of standards, and to provide examples of responses or actions that teachers could employ to elicit responses from children that indicate mastery of each standard. Early childhood professionals throughout the state, as well as at the national level, were consulted in the development of these teaching strategies.

Please note that the text titles mentioned in this document are being suggested as texts to use in classrooms serving four-year-olds; the texts are *not* being endorsed by the Mississippi Department of Education, and they are *not* required.

ORGANIZATION

The *Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Olds* is organized according to the following areas: English Language Arts (ELA), Mathematics, Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies. The organizational chart is divided into three-columns with the performance standard on the left, examples of possible mastery of the standard in the middle, and teaching strategies on the right. A glossary of key terms with definitions related specifically to this document is provided at the end of each content area.

The **Performance Standards** define what four-year-old-children should understand and be able to do prior to entering kindergarten.

The **Examples of Mastery** indicate possible examples of what children may do or say to indicate mastery of the performance standard. *Since children may exhibit mastery of the performance of the standards in a variety of ways, this list should not be considered comprehensive. It is important to note that in order to master each performance standard completely, children may need to complete more than one of the examples of mastery.*

The **Teaching Strategies** contains suggestions for the teacher to say or do to help facilitate instruction of the standard. Some strategies may be implemented during the lesson while others may be provided before the lesson.

ENGLISH LANGUAGE ARTS STANDARDS FOR FOUR-YEAR-OLD CHILDREN

READING STANDARDS FOR LITERATURE		
Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
KEY IDEAS AND DETAILS		
<p>1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.</p>	<ul style="list-style-type: none"> • Respond to who, what, when, where, why, or how questions that are asked by teachers or peers. • Guess what happens next in a story (make predictions). • Bring the teacher a book and ask “What is the title? or “What does this say?”. 	<ul style="list-style-type: none"> • Ask questions such as “What is happening on this page?” or “What do you think might happen next?”, while reading a story. • Provide a variety of printed materials for children such as books, newspapers, magazines, and birthday/holiday cards for children to explore.
<p>2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media.</p>	<ul style="list-style-type: none"> • Act out a story in dramatic play. • Retell a story during center time by sequencing pictures, arranging story characters on a flannel board, or by using puppets. • Draw a picture illustrating some elements of a story, song, or poem. • Retell a familiar story to a teacher as the teacher writes it down. • Use conversation, drama, and props throughout the classroom, creative movement, art, and creative writing. 	<ul style="list-style-type: none"> • Provide props related to familiar stories, such as puppets, dress up clothes or costumes, print or writing materials, in the dramatic play or other classroom learning centers. • Model the retelling of a familiar story with a small group of children using sequence cards or flannel board. • Provide art materials and encourage children to draw pictures of familiar stories. • Ask a child to retell a familiar story while you write it down. • Provide sequence cards on flannel board pieces for children to use in retelling the story with peers.
<p>3. With prompting and support, identify some characters, settings, and/or major events in a story.</p>	<ul style="list-style-type: none"> • Retell main events in a story. • Draw a picture of the characters in a book. • Create a picture, and tell a story about their art. • Pretend to be a character from a story in dramatic play. • Create a scenario from a story in the learning centers or on the playground. 	<ul style="list-style-type: none"> • Ask children to share something interesting about the book during story time. • Provide a variety of art materials and encourage children to create pictures to represent stories. • Display pictures along with the teacher-written story the child dictated on classroom walls.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> Identify orally the characters, setting, and ideas of familiar stories. 	<ul style="list-style-type: none"> Provide props representing characters, settings and/or major events from familiar stories for dramatic play. Provide ample time, materials and ideas for children to pretend.
CRAFT AND STRUCTURE		
4. Exhibit curiosity and interest in learning words in print.	<ul style="list-style-type: none"> See below. 	<ul style="list-style-type: none"> See below.
a. Develop new vocabulary from stories.	<ul style="list-style-type: none"> Contribute a new word from a story to a story chart. Use new vocabulary words in conversation or in play. Ask what a new word means. 	<ul style="list-style-type: none"> Create a Word Wall of previously learned vocabulary words. Make a chart of new words with pictures after reading a story. Use new vocabulary words in conversation and in play with children, and encourage children to do the same. Introduce new words by reading stories on different topics and talking about new words in that context.
b. Identify environmental print.	<ul style="list-style-type: none"> Use books, magazines, and newspapers in classroom activities. Point out familiar signs and labels throughout the classroom, school, and community. Identify print on the word wall and class dictation. 	<ul style="list-style-type: none"> Provide books, magazines, and newspapers throughout the classroom and model how they can be used to gather information (e.g., checking the weather in the newspaper when doing the daily calendar routine). Demonstrate the way in which books, magazines, and newspapers can be used to gather information. Label objects and areas throughout the classroom in meaningful ways. Point out familiar signs at school or in the neighborhood (e.g., street names, principal's office) and read them to the children.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
5. With prompting and support, interact with common types of texts.	<ul style="list-style-type: none"> • Look at books in learning centers. • Interact with different types of text: fantasy, factual, and books about people that demonstrate racial, cultural, age, gender, and ability diversities. 	<ul style="list-style-type: none"> • Make a variety of texts available for use in the classroom. • Read different types of stories representing diverse topics, characters, and stories during circle time.
6. With prompting and support, identify the role of the author and illustrator.	<ul style="list-style-type: none"> • Say the author writes the story, or words, and the illustrator creates, or draws, the pictures. • After writing words, dictating a story to the teacher to write, or working on creating a book with classmates, say, "I am an author." • After drawing a picture or working on creating a book with pictures with classmates, say, "I am an illustrator." 	<ul style="list-style-type: none"> • Identify the roles of the author and illustrator before reading. • Provide/display child-created books in the reading center. • After the children have created books individually or in groups, hold up each book and ask the class who were the authors and who were the illustrators.
INTEGRATION OF KNOWLEDGE AND IDEAS		
7. With prompting and support, make connections among self, illustrations, and the story	<ul style="list-style-type: none"> • Relate what happens in a story to an event in own life; "That's like when I ..." • Relate story illustrations to own life, family, and community. • Participate in a picture walk. • Participate in small group questions and answers. • Use props in dramatic play to act out stories or create new stories. 	<ul style="list-style-type: none"> • Model sharing your own experiences while reading a relevant story ("This reminds me of..."). • Read books that reflect the children's lives, families, and communities, and encourage children to talk about similarities and differences. • Before reading the book, walk through the illustrations and ask the children to predict the story. After reading the book, review if the predictions were correct and talk about why those predictions were made, guiding children to discover the connections between illustrations and text.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
8. Not developmentally appropriate standard	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Ask and answer questions about how two characters are the same and/or different. • Act out the actions of different characters in familiar stories. • Discuss how two stories are similar and/or different. 	<ul style="list-style-type: none"> • Ask how characters are alike or different in familiar stories. • Read a story aloud emphasizing one character (e.g., by sound effects, different voice). Then read the story aloud again emphasizing a different character. Lead the children in discussions of the characters. • Provide props for children to act out stories.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities.	<ul style="list-style-type: none"> • During the story, say, "I see that ..." or "I wonder why ...?" to talk about a story. • Create a picture based on the story from a shared reading experience. • Act out the story after hearing the story. • Move like characters in a story with or without music. 	<ul style="list-style-type: none"> • Use a story as the basis for a weekly theme, incorporating art, math, science, etc. activities that highlight a portion of the story in daily lesson planning. • Ask the children what they notice or wonder about the story, and take picture walks before reading. • Provide materials for children to create art about the story and retell or dictate the story from their art. • Provide props to act out the story, and encourage children to use the story's language. • Provide music and props for children to move like the characters.
READING STANDARDS FOR INFORMATIONAL TEXT		
KEY IDEAS AND DETAILS		
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.	<ul style="list-style-type: none"> • Guess what happens next (make predictions). • Answer who, what, when, where, why, or how questions asked by teachers and peers. 	<ul style="list-style-type: none"> • After reading an informational text, ask "What did we learn about...?" • During the reading of the informational text ask "What do you think is going to happen next?"

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> Respond to questions by stating a new fact learned from a recently read book. Use charts, graphs, maps, lists, and other reference materials. 	<ul style="list-style-type: none"> During and after reading an informational text, ask questions, such as “who, what, when, where, why, and how?” After completing a class chart/graph, ask children a question to interpret from the chart/graph (e.g., for a chart on Favorite Ice Cream – “What were the different types of ice cream people liked?”).
2. With prompting and support, identify the main topic/idea and retell some details using diverse media.	<ul style="list-style-type: none"> Act out main idea through dramatic play (e.g., children crouch down small to resemble an egg and later stand extending their arms to resemble a butterfly). Retell some ideas using classroom writing or art materials, and/or dramatic play props. 	<ul style="list-style-type: none"> Provide materials for children to use to retell, draw, or act out idea(s) from an informational text. Show a video and talk with children about the main idea of the video.
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, and conversation).	<ul style="list-style-type: none"> Act out the life cycle of an insect or animal (e.g., children crouch down small to resemble tiny eggs and later hop like frogs). Answer questions about how and why things happen. Retell a story by sharing center work with a classmate. 	<ul style="list-style-type: none"> Model acting out different scenarios. Read informational texts and discuss “how” and “why” things happen. Provide opportunities for children to work together in order to make deeper connections.
CRAFT AND STRUCTURE		
4. Exhibit curiosity and interest about words in a variety of informational texts.	<ul style="list-style-type: none"> Identify titles of familiar informational texts found throughout the classroom. Ask for the meanings of words he/she does not know. 	<ul style="list-style-type: none"> Provide informational books throughout the classroom, categorized via topic (e.g., animals, plants), and labeled by category. Before reading a new informational text, provide definitions of new words or concepts.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Read informational books during group time. • When possible, using sensory means to show the connection between a word and its meaning (i.e. act out the meaning of “twirl”).
5. With prompting and support, identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> • Identify the parts of a book. • Design and create a front and/or back cover of a book. 	<ul style="list-style-type: none"> • Identify the parts of a book before reading. • Explain the similarities and differences of the parts of a book (e.g., both the front cover and title page contain the title of the book but the front cover is the first part of the book we see and it usually has a colorful illustration).
6. With prompting and support, identify the role of the author and illustrator in informational text.	<ul style="list-style-type: none"> • Say the author writes the text, or words, and the illustrator creates the pictures, or takes the photographs. • Bring family photographs from home to create an informational text “All About Me.” Talk about being both the author and the illustrator as he/she provided the pictures and organized the wording of the story. 	<ul style="list-style-type: none"> • Identify the roles of the author and illustrator before reading. • Organize child-created books by author’s last name. Encourage children to figure out how the books are organized.
INTEGRATION OF KNOWLEDGE AND IDEAS		
7. With prompting and support, make connections between self and text and/or information and text.	<ul style="list-style-type: none"> • Relate what happens in the text to an event in own life: “That’s like when I...” • Make connections between text in different books on the same topic. 	<ul style="list-style-type: none"> • Share connections to personal experiences while reading a book, “This reminds me of...” • Ask questions to prompt children to make connections themselves, such as “Have you ever...?”

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
8. With prompting and support, explore the purpose of the informational text as it relates to self.	<ul style="list-style-type: none"> Act out roles of community helpers after reading informational texts on the same topic. Talk about how he/she does some of these same roles at home or school (e.g., helping parents cook, taking care of pets). Share information about their family when reading books about families of different cultures or with different cultural customs. 	<ul style="list-style-type: none"> Provide informational texts about community helpers in dramatic play to give children ideas for playing out roles. Read informational text about a community helper and then invite that community helper to visit the class or take a field trip to where the community helper works.
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	<ul style="list-style-type: none"> Answer questions about how two pictures are the same and/or different. Draw spiders of different sizes, colors, and shapes in his/her science journal after reading books about spiders. 	<ul style="list-style-type: none"> Ask how pictures are the same and/or different in a text.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	<ul style="list-style-type: none"> Say “I wonder” or “I see” to talk about a text. Create visual art or act out a story after hearing a text. Retell a series of past events found in informational text. 	<ul style="list-style-type: none"> Ask the children what they liked or wondered about the story in the beginning and at the end. Provide materials and encourage children to create visual artwork of the story. Explain to children that informational texts are found in other areas of our lives besides reading, such as social studies, science, etc.
READING STANDARDS: FOUNDATIONAL SKILLS		
PRINT CONCEPTS		
1. With prompting and support, demonstrate understanding of conventions of print.	<ul style="list-style-type: none"> See below. 	<ul style="list-style-type: none"> See below.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
a. Recognize an association between spoken and written words.	<ul style="list-style-type: none"> • After creating a picture, ask teacher to write his/her story. • Pretend to “write” notes and stories. Dictate a story while a teacher writes the words. 	<ul style="list-style-type: none"> • Point out that printed words provide information (e.g., charts, recipes, journals, labels, etc.) through daily experiences. • Provide a writing center and/or opportunities for writing. • Write down a child’s dictation.
b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	<ul style="list-style-type: none"> • View videos or interactive technology that joins music, rhythm, color, etc. to the teaching of letters. • Identify the letters of the alphabet with manipulatives, including capital and lower-case letters. • Create letters with different materials (e.g., pipe cleaners, play dough). 	<ul style="list-style-type: none"> • Provide a variety of media that teaches letters. • Provide manipulative materials with letters of the alphabet. Create space in centers where children can create letters with paint, sand, toothpicks, and/or by gluing small items onto large written letters. • Read alphabet books or books about letters, such as <i>Chicka Chicka Boom Boom</i>.
c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	<ul style="list-style-type: none"> • Name the upper- and lower-case letters of the alphabet with manipulatives. • Name the letters in his/her own name. • Identify belongings of others by the name written on them. • Write his/her own name beginning with an upper-case letter. • Participate in games matching upper-case to lower-case letters. 	<ul style="list-style-type: none"> • Make a variety of materials available for letter recognition and formation in the classroom. • Label items using children’s names throughout the classroom (e.g., names on cubbies, artwork, and writing center). • Encourage children to write their names on their work.
d. Differentiate letters from numbers.	<ul style="list-style-type: none"> • When given letters and numbers, separate the letters from the numbers. 	<ul style="list-style-type: none"> • Read books, such as <i>Chicka Chicka Boom Boom</i> and <i>Chicka Chicka, 123</i>, and talk about the distinctions between the two books.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Provide manipulative materials with letters and numbers, such as alphabet and number puzzles and magnets. • Play letter and number matching games with children.
e. Recognize words as a unit of print and understand that letters are grouped to form words.	<ul style="list-style-type: none"> • Pretend to “read” words in books. • Point to words in books while pretending to read them. • Identify labels in the classroom. • Tell the number of words in a line of text. 	<ul style="list-style-type: none"> • Model pointing to words in books and chart stories while reading. • Label the classroom centers and personal spaces. • Use environmental print around the classroom.
f. Understand that print moves from left to right, top to bottom, and page by page.	<ul style="list-style-type: none"> • Hold a book appropriately. • Pretend to read by moving finger appropriately on the page. 	<ul style="list-style-type: none"> • Model moving a finger below the text to demonstrate the correct way to read a book. • Hold a book upside and look puzzled, while trying to unsuccessfully read the book. Say, “I can’t seem to read this book. Why can’t I read it?”
g. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> • Point to words while “reading” a list posted on the wall, pausing between each word. • Place fingers between words while a teacher takes a dictation. 	<ul style="list-style-type: none"> • Point to words while reading a book. • Model writing appropriately by leaving space between words when writing on the board.
PHONOLOGICAL AWARENESS		
2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Engage in language play.	<ul style="list-style-type: none"> • Participate in activities that have rhyming words, repeating words with long/short sounds. 	<ul style="list-style-type: none"> • Lead children in finger plays and songs that have rhyming and sound patterns (e.g., “Itsy Bitsy Spider”).

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Read books with repeating and/or rhyming words or phrases. After reading half of the book, pause at these words or phrases and encourage children to finish the phrases for you.
b. Explore and recognize rhyming words.	<ul style="list-style-type: none"> • Repeat words that rhyme. • Recite parts of familiar poems and stories. • Use songs, finger plays, nursery rhymes, imitation, poetry, and conversation. 	<ul style="list-style-type: none"> • Encourage children to identify and repeat words that rhyme while reading a familiar poem, story, or nursery rhyme. • Create a classroom poetry book incorporating poems recited together over the year. • Lead children in singing of jump rope rhymes while on the playground.
c. Demonstrate awareness of the relationship between sounds and letters.	<ul style="list-style-type: none"> • Identify the letter for the initial sound in a word. • Attempt to sound out a word by looking at the initial letter. • Say the sounds of letters. 	<ul style="list-style-type: none"> • Read books and prompt children to identify initial sounds of words. • Model letter sounds.
d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	<ul style="list-style-type: none"> • Copy teacher clapping syllables in words. 	<ul style="list-style-type: none"> • Clap syllables of words in poems, rhymes, or songs.
e. With prompting and support, isolate and pronounce the initial sounds in words.	<ul style="list-style-type: none"> • Say the beginning sounds of a word. Recite familiar tongue twisters. 	<ul style="list-style-type: none"> • Play “I Spy” to spy something that begins like /t/ as in table. • Read books with alliteration, drawing children’s attention to the words that begin with a similar sound.
f. Demonstrate an awareness of ending sounds in words.	<ul style="list-style-type: none"> • Recognize the ending sound of a word. • Choose the object with the ending sound that corresponds to a spoken word. 	<ul style="list-style-type: none"> • Play “I Spy” to identify something that ends with a /p/ sound as in cup. • Say a word and direct the children to choose an object that ends with that sound.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
3. With prompting and support, demonstrate emergent phonics and word analysis skills.		
a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	<ul style="list-style-type: none"> Point to a consonant letter while saying the primary consonant sound. Pick a consonant letter out of a mystery bag and say its primary consonant sound. 	<ul style="list-style-type: none"> Play word games using word family charts, and color the initial consonant in a different color from the rest of the word (e.g., cat, hat, sat). Provide a mystery bag of consonant letters and instruct children to each choose one and say its primary consonant sound
b. Recognize own name, environmental print, and some common high-frequency sight words.	<ul style="list-style-type: none"> Identify their name in print around the classroom. Identify some familiar words in print, such as the names of their classmates. Identify pronouns (e.g., I, me, you) and articles (e.g., and, the) in print. 	<ul style="list-style-type: none"> Display children’s names on cubby, artwork, writing center, etc. Ask children to find their name and their friends’ names. Play sight word games, such as a friend says a sight word and the child has to find it in print.
FLUENCY		
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	<ul style="list-style-type: none"> Pretend to “read.” Use a pointer to “read” around the room. 	<ul style="list-style-type: none"> Have children “read” familiar stories to other children in pairs. Encourage children to “read” to each other in small groups in the reading center.
WRITING STANDARDS		
TEXT TYPES AND PURPOSES		
1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.	<ul style="list-style-type: none"> See below. 	<ul style="list-style-type: none"> See below.
a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictation) to express an opinion.	<ul style="list-style-type: none"> Use symbols or drawings to express thoughts, feelings, and ideas about a specific story. Explain their own writing or pictures. Dictate a story to a teacher. 	<ul style="list-style-type: none"> Provide opportunities for children to scribble, draw, and write. Write down a child’s exact words to create their own story or picture.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Provide a variety of writing tools in the writing center as well as in other classroom learning centers.
b. Explore and experiment with a combination of written representations (scribbles, drawings, letters, and dictations) and describe own writing.	<ul style="list-style-type: none"> • Use drawings or letter-like symbols to communicate ideas and information. • Identify objects in drawings, or scribbles in writing, for adult to record the child's dictation, or write using conventional spelling. 	<ul style="list-style-type: none"> • Provide daily opportunities for children to engage in creative writing/drawing with various materials. • Reread children's spoken words that have been written down. • Display dictated stories and pictures on classroom walls.
c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	<ul style="list-style-type: none"> • Use symbols or drawings to tell about a field trip or holiday. • Use symbols or drawings to retell familiar classroom stories. 	<ul style="list-style-type: none"> • Include creative writing in daily routines and activities. • Choose one dictation with a paired drawing to share at the end of class every day.
2. No developmentally appropriate standard.	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
3. No developmentally appropriate standard.	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
PRODUCTION AND DISTRIBUTION OF WRITING		
4. No developmentally appropriate standard.	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.	<ul style="list-style-type: none"> • Explain own writing and pictures related to a particular topic. • Write a story related to a familiar experience. • Add ideas or details that help explain a story. 	<ul style="list-style-type: none"> • Encourage children to talk about and reread their own writing on a topic. • Write down a child's exact words for a story or picture. • Encourage children to add to and revise their creative writings.
6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.	<ul style="list-style-type: none"> • Create a picture about a familiar or imagined experience with a small group using various writing tools. • Create a small group or class book with assistance using construction paper for pages and yarn to bind the pages together. 	<ul style="list-style-type: none"> • Encourage children to work in small groups to represent ideas and feelings through writing and drawing. • Engage children in the creation and publication of their writing by keeping their drawings and 'publishing' them in a book.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Create illustrations for a book with the Paint program on the computer. 	<ul style="list-style-type: none"> • Print computer-generated illustrations from the computer so that children can add them to their books.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	<ul style="list-style-type: none"> • With another child, choose a topic for writing related to familiar books. • With another child or in small group, produce a classroom project and share with the large group. • Participate in a class dictation of ideas about a recently read book. 	<ul style="list-style-type: none"> • Encourage children to talk about and reread their own writing. • Provide activities in which collaborative projects are done (e.g., drawing of ocean animals for a class mural). • Organize children’s ideas in charts and reread them together. • Take dictation of children’s ideas about books read as a class.
8. With prompting and support, recall information from experiences to answer questions.	<ul style="list-style-type: none"> • Respond when asked about a past experience. • Recall and talk about information from books or other experiences. 	<ul style="list-style-type: none"> • Provide a variety of experiences and guest speakers (e.g., field trips, short videos, community members). • Ask children questions upon return from a field trip or in closing circle time about a morning experience.
SPEAKING AND LISTENING SKILLS		
1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.	<ul style="list-style-type: none"> • Answer questions related to books in a variety of group settings. • Demonstrate, through actions, an understanding of directions or requests. • Talk about interests with classmates and teachers (e.g., baseball, dance). 	<ul style="list-style-type: none"> • Ask many open-ended questions. • Model asking and answering questions. • Show an interest in pre-kindergarten topics.
a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings.)	<ul style="list-style-type: none"> • Participate as a partner in conversations with peers. • Look at a speaker and listen without interrupting during formal instruction. • Verbally respond to another child's question. 	<ul style="list-style-type: none"> • Model and encourage turn-taking, eye contact, and other conversation skills, respecting cultural differences.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Teach children the rules of listening to and asking questions of presenters. Develop and write the rules together, and practice them before the guest speaker arrives. • Provide children with experiences to learn the nuances of conversation (e.g., pausing and waiting to respond to a question or taking turns).
b. Engage in extended conversations.	<ul style="list-style-type: none"> • Alternate between talking and listening, during extended conversations with adults and peers. • Engage in at least five back-and-forth exchanges with the teacher. • Demonstrate comprehension skills by staying on topic in extended conversations. 	<ul style="list-style-type: none"> • Encourage children to talk about books before, during, and after reading. • Listen to children without interruption. • Sit with children during meal times to engage them in meaningful conversations on a topic.
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	<ul style="list-style-type: none"> • Ask and answer questions about oral stories, indicating increased attention to details. • Participate in class discussions, particularly about newly learned information. 	<ul style="list-style-type: none"> • Read books and have activities, or questions, planned in advance related to the information presented orally. • Provide children opportunities in a variety of situations to ask questions about orally presented information. • While presenting information, verify children’s understanding of the new information (e.g., Do we know what the author meant by ‘She was bright?’).
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Ask and answer questions to get help and information. 	<ul style="list-style-type: none"> • Be available to provide help and answer questions during the day. • Encourage children to consult each other for information.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Ask and answer questions to make sure he/she is doing things correctly, such as following the rules, getting on the correct bus to go home, and waiting his/her turn. 	
PRESENTATION OF KNOWLEDGE AND IDEAS		
4. With prompting and support, describe familiar people, places, things, and events.	<ul style="list-style-type: none"> • Share personal experiences and ideas in group discussions with adults and peers. • Talk about people, places, things, and events from books. • Participate in discussions after special events, celebrations, encounters with guests, or returning from field trips 	<ul style="list-style-type: none"> • Provide opportunities for children to share thoughts and experiences one-on-one, in small groups, and in a large group. • Ask children questions about people, places, things, and events when reading books. • Lead discussions after field trips, guest speakers, events, and celebrations, and about the people and things that happened.
5. With prompting and support, add drawings or other visual displays to descriptions.	<ul style="list-style-type: none"> • Draw characters, objects, and places from a story read-aloud. • Use props or a flannel board to describe people and places. 	<ul style="list-style-type: none"> • Encourage children to draw the illustrations from an oral story (audio cassette, CD, or other format). • Provide props and flannel board pieces for children to reenact familiar stories or to develop their own stories.
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • Say, "I miss my mommy" and go to the writing center to draw her a card. • Talk through how to resolve a problem with a classmate, such as "I do not like it when you hit me" (instead of hitting back). 	<ul style="list-style-type: none"> • Allow children to control the topic of conversation when appropriate. • Help children through the process of conflict resolution (e.g., when they want the same toy).

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
LANGUAGE		
CONVENTIONS OF STANDARD ENGLISH		
1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage <i>when speaking</i> .	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> • Use nouns and verbs to verbally explain what is happening. • Use common nouns to talk about what is seen in pictures. • Act out verbs like walk, run, read, etc. 	<ul style="list-style-type: none"> • Talk to children about their activities. • Play “I Spy” to ask students to look for objects. • Add nouns and verbs to children’s dictation about drawings.
b. Form regular plural sounds nouns by adding/s/ or /es/ (e.g., <i>dog, dogs; dish, dishes</i>).	<ul style="list-style-type: none"> • Use plural nouns when talking. • While in the block area, say “I want to play with the trucks.” 	<ul style="list-style-type: none"> • Read books with topics about plurals. • Have conversations about plural objects (e.g., if the classroom theme is pets, have children bring in pictures of their own pets. Talk about the child who has one cat and another child who has two or more cats). • In everyday routines, such as clean-up, ask children to pick up the toys. If they pick up only one toy, point out that “toys” means more than one.
c. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	<ul style="list-style-type: none"> • Ask a variety of questions, using question words, about a story or experience. • Relate “who” to a person, “what” to an object or task, “where” to a place, “when” to a time frame, and “why” and “how” to a reason and/or explanation. 	<ul style="list-style-type: none"> • Provide time during story time to answer children’s questions. • Model appropriate language use for asking questions using question words (e.g., “When are we going to lunch?” or “Who is our line leader today?”).

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
d. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).	<ul style="list-style-type: none"> • Talk about actions in the classroom or on the playground that demonstrate appropriate use of prepositions (e.g., “I got on the swing”). 	<ul style="list-style-type: none"> • Read books such as <i>Around the House the Fox Chased the Mouse</i>. • Model appropriate use of prepositions (e.g., “Please put the book on the bookshelf.” or “Please take your jacket off when you come inside.”).
e. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> • Make a sentence with subjects and verbs when talking with other children or adults. 	<ul style="list-style-type: none"> • Model correct use of subjects and verbs in sentences. • Encourage children to answer questions in complete sentences rather than in short phrases (e.g., In response to “What is your favorite learning center,” encourage “The block center is my favorite” instead of “the block center”). • Speak using correct grammar with students. • Correct students in a gentle manner when speaking incorrectly. • Repeat and expand children’s sentences during conversations.
2. With prompting and support, demonstrate awareness of the conventions of standard English when writing OR written standard English.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Write first name, capitalizing the first letter.	<ul style="list-style-type: none"> • Write first name, beginning with a capital letter. • Spell name with letter stamps, or other writing or art materials, using a capital letter first. 	<ul style="list-style-type: none"> • Write, display, and point out children’s names often. • Create name cards for children to use as a model when writing their own names. • Provide writing tools and materials for writing.
b. Attempt to write a letter or letters to represent a word.	<ul style="list-style-type: none"> • Use scribbles, letter-like symbols, and some conventional letters in writing. 	<ul style="list-style-type: none"> • Model writing using materials available to children, such as crayons, markers, and pencils.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Copy word cards or labels from environment. • Write letters to make signs during play. 	<ul style="list-style-type: none"> • Label classroom materials and areas. • Display the alphabet for children to reference when writing. • Provide materials for children to spell with letters (e.g., letter magnets or play dough).
c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.	<ul style="list-style-type: none"> • Use inventive spelling to "write" (e.g., dinsr, for dinosaur). • Sound out words out loud when writing. 	<ul style="list-style-type: none"> • Provide writing tools and materials. • Model how to sound out words when engaging children in shared writing activities.
VOCABULARY ACQUISITION AND USE		
4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Apply new meaning for familiar words accurately.	<ul style="list-style-type: none"> • Explain words or directions to other children to help them understand. • Explain the difference between homophone like "break" and "brake." • Create compound words like "butter" and "fly" to make "butterfly." 	<ul style="list-style-type: none"> • Introduce vocabulary and multiple word meanings during classroom experiences in a concrete context. • Ask children the difference between homophones. • Provide examples of how a compound word is "two words put together to make a new word".
5. With guidance and support, explore word relationships and word meanings.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Sort common objects into categories to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> • Explain his/her reasoning when sorting common objects. • Matches objects to words and gives a name (category) for a group of objects (e.g., knife, spoon, fork are all utensils). 	<ul style="list-style-type: none"> • Encourage children to describe their sorting methods.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Create a chart with object words and category words. Provide the actual objects for children to sort onto the chart (e.g., With transportation as the main category, choose smaller categories like air transportation with “object” words like airplane, jet, helicopter).
b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> • Act out scenarios using verbs and adjectives (e.g., touching a hot stove, standing in a cold wind, running a race, walking in a line, etc.). • Answer questions about the opposites of words. <ul style="list-style-type: none"> ○ run, walk ○ stand, sit ○ hot, cold ○ happy, sad 	<ul style="list-style-type: none"> • Prompt children to explain the difference between adjectives and verbs by using words or actions. • When reading a story, use gestures or actions to model adjectives and verbs (e.g., Alter your voice level when reading “The quiet mouse hid in a corner as the noisy man ran down the hall.”)
c. Identify real-life connections between words and their use.	<ul style="list-style-type: none"> • Use words in pretend play with classmates and teachers to describe what he/she sees and does. • Answer questions or explain how a word is used or the meaning of a word. 	<ul style="list-style-type: none"> • Model appropriate use of words in center play by describing what you see the children saying and doing. • Extend the children’s use of words to make the real-life connection (e.g., At the kitchen center, a child says to another child, “I like to eat scrambled eggs.” Ask the child to make you some and tell you what scrambled means.).
d. Recognize and demonstrate knowledge of verbs.	<ul style="list-style-type: none"> • Say, “A verb means to do something.” • Act out the meaning of a verb. 	<ul style="list-style-type: none"> • Explain that verbs are action words. • Provide opportunities for children to express the meaning of a verb by acting out its definition (e.g. play “Simon Says”).

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Have students cut pictures out of magazines and tell the action (verb) of what is happening in picture.
<p>6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.</p>	<ul style="list-style-type: none"> • Recognize he/she has come across a new word and ask the meaning of it. • Replace previously learned words and phrases with new vocabulary (e.g., “baby caterpillar” to “larva”). • Participate in the review of the Word Wall in activities. 	<ul style="list-style-type: none"> • Read stories to children, pointing out and explaining new vocabulary. • Create a Word Wall for newly learned vocabulary, and review it daily. • Prompt children to use a newly learned word or phrase to answer a question (e.g., The teacher asks what was wrong with the girl in the picture, and the child replies that the girl was ‘upset’ instead of ‘sad.’).

ENGLISH LANGUAGE ARTS STANDARDS GLOSSARY

Alliteration: words in a row that begin with the same sound (e.g., Wee Willie Winkie)

Conventions of print: how letters and words are displayed in a normal, consistent way

Developmentally appropriate: appropriate for the age and development of the child

Diverse media: different ways to express thoughts (e.g., use of props or art to retell a story)

Emergent phonics skills: beginning reading skills; learning of the relationships between the letters of written language and the sounds of spoken language

Environmental print: posted words or writing in classroom or school (e.g., word wall, class dictation, labeled objects, or areas)

Extension activities: activities from a different subject area that build on previous activities (e.g., art activity after small group reading)

Illustrated journal: use of drawings to express thoughts rather than writing, or in addition to writing, in a journal

Informational text: readings that are about the natural or social world; non-fiction

Inventive spelling: attempting to spell words based on how they sound

Language play: games, finger-plays, nursery rhymes, poems and/or songs that involve the concepts of rhyme, alliteration, and repeating patterns

One-to-one letter sound correspondence: pairing a letter with its sound

Phonological awareness: the ability to identify and manipulate units of oral language (e.g., onset and rime, rhyming words, syllables)

Writing tools: items used for writing

Written representation: actual letters, words, or other ways to express writing (e.g., scribbles, drawings, dictation)

MATHEMATIC STANDARDS FOR FOUR-YEAR-OLD CHILDREN

COUNTING AND CARDINALITY DOMAIN (CC)		
Performance Standard The child will ...	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Know number names and the count sequence.		
1. With prompting and support, recite numbers 1 to 30 in the correct order.	<ul style="list-style-type: none"> Recite numbers up to 30 in the correct order while doing routine tasks in the classroom (e.g., gathering for Circle Time, washing hands). Recite the numbers 1 to 30 in the correct order while doing exercises outside. 	<ul style="list-style-type: none"> Sing counting songs and rhymes. Read books with numbers, like <i>Chicka Chicka, 123</i>. Lead students in counting to 30 during daily routines, such as getting in line, moving to centers, washing hands.
2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.	<ul style="list-style-type: none"> Identify numerals in the classroom (e.g., on the cash register, phone in dramatic play, on the calendar). Identify numerals in a counting book. Attempt to write numerals 1–10. 	<ul style="list-style-type: none"> Go on a numeral hunt in the classroom, identifying numerals in various locations. Review numerals during daily circle time incorporating the calendar into this review. Read a counting book and demonstrate how to write the numerals (e.g., draw numbers in the air). Provide materials, such as numeral stencils, numeral cards, paper, crayons, and markers to use throughout the classroom.
Count to tell the number of objects.		
3. With guidance and support, understand the relationship between numerals and quantities.	<ul style="list-style-type: none"> See below. 	<ul style="list-style-type: none"> See below.
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.	<ul style="list-style-type: none"> Match numerals with the correct number of items in each group (e.g., five counting bears, three buttons). Count four baby dolls and say, "I have four dolls." 	<ul style="list-style-type: none"> Provide counting containers with labeled numerals and different types of materials to form groups matching numeral label. Provide flannel board numerals and objects to count, and model matching numerals with groups of items.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> ● Point to calendar and say, "1, 2, 3, 4, there are 4 days before my birthday." 	<ul style="list-style-type: none"> ● Provide games that require counting and model ways to play them.
b. Match quantities and numerals 0 – 5.	<ul style="list-style-type: none"> ● Match numerals with the correct number of materials up to five. ● Make a number booklet by gluing pictures, drawing pictures, or using stamps and their corresponding number on each page. ● Place numeral on the 0–5 number line. 	<ul style="list-style-type: none"> ● Ask, "How many objects go with this numeral?" ● Recite finger plays that require counting to five, like "5 Little Monkeys." ● Provide materials (e.g., magnetic numbers, numeral stencils, paper, and number puzzle) for matching numeral to number of objects.
4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.	<ul style="list-style-type: none"> ● Count motor action up to 10. ● Count any seven objects in a scattered design in the environment. ● Use "subitizing" where children will identify the number of objects in a collection without counting them (e.g., dice, dominoes, arrays). 	<ul style="list-style-type: none"> ● Provide opportunities for children to count objects in a scattered design in learning centers. ● Roll dice on the table asking children to identify the numbers of dots on the die. ● Arrange small numbers of manipulatives to identify small numbers of scattered designs. ● Create matching cards with dots with the same number of dots, except for one card with a different number of dots. Ask children to identify the card that does not belong. ● Create cards with a range of zero to ten dots for each child. Place cards in front of child. Call a number out and see how fast the child can find the card.
a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-k materials.	<ul style="list-style-type: none"> ● Counting rocks, the child says, "I have 10 rocks." ● Set the table for lunch for five and say, "One fork, two forks, three forks, four forks, five forks, I'm done!" 	<ul style="list-style-type: none"> ● Make statements such as, "Simon says, Clap your hands three times." ● Ask, "How many did you count?" after a child counts objects.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> Body parts: "I have 2 eyes", "I have 10 toes". 	
Compare numbers.		
5. Use comparative language to compare objects, using developmentally appropriate pre-k materials.	<ul style="list-style-type: none"> Verbally use comparative words (e.g., more, less, equal) in a number of situations. "I have more long blocks than short blocks in the box." Add a bear to the four bears in a stroller and say, "Now we have more bears in the stroller." 	<ul style="list-style-type: none"> Use comparative words by asking, "Do you want more?" during mealtime. Use comparative words by asking, "Are there more boys or girls today?" Use comparative words to by asking children if there are enough paint brushes for the three containers of paint.
OPERATIONS AND ALGEBRAIC THINKING (OA)		
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.		
1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-k materials.	<ul style="list-style-type: none"> Give the set a new number name when an object is added. Give the set a new number name when an object is taken away. (For example, the child will play store and say, "This costs three dollars; you only gave me two."). Act out subtraction rhymes, such as "5 Little Apples". 	<ul style="list-style-type: none"> Count the number of objects in a set (0-9), add one more to the set, and ask, "How many objects are in the new set?". Count the number of objects in a set, take one away, and ask, "How many objects are in the new set?". Use mini-cookies and ask, "How many are there after eating one?".
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-k materials.	<ul style="list-style-type: none"> Count how many children are in a center after one child leaves. Play with two balls and say, "I need one more ball to have three balls!". Count two cookies and their friend's two cookies at snack time and says "I have two cookies and my friend has two cookies. If we put them together we have four cookies." 	<ul style="list-style-type: none"> Provide opportunities during the day for children to distribute and collect materials. Provide opportunities to engage in activities to count and then change the number of units in a group by adding or subtracting. Provide activities that engage children in discussing putting objects together and then taking them apart.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Distribute food (e.g., grapes) for two children in uneven amounts and have children help you match the amount of food in each plate by adding and/or subtracting.
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-k materials.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Duplicate and extend simple patterns using concrete objects.	<ul style="list-style-type: none"> • Arrange objects in a pattern based on one attribute, like color, size, or shape (e.g., blue, red, blue, red). • Reproduce a repeating rhythmic pattern after a model, (e.g., stomp, clap, and snap). • See the pattern in a string of beads and continue with the next bead needed to continue the pattern. 	<ul style="list-style-type: none"> • Provide opportunities during daily routines (e.g., center with beads and models of patterns) for students to practice duplicating patterns. • Provide and model music/movement experiences with two- and three-step motor movements following a rhythmic pattern(s). • Provide patterning games and materials, including objects of various, sizes, colors, or shapes.

MEASUREMENT AND DATA (MD)

Describe and compare measurable attributes.

1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary.	<ul style="list-style-type: none"> • Compare own height with the height of other children. • Describe a block as heavy. • Look at two block structures and say, "My building is taller." 	<ul style="list-style-type: none"> • Provide materials of different lengths for children to measure and provide measurement tools (e.g., rulers, balance, yardsticks, measuring tape, bathroom scales). • Provide a sensory table with types of material that vary in weight and size and discuss the features of the objects by using appropriate characteristics, such as heavier/ lighter, and longer/shorter. • Engage children in measuring everyday objects.
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Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
2. With guidance and support, compare two objects using attributes of length, weight, and size.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Use nonstandard units of measurement.	<ul style="list-style-type: none"> • Use construction paper inch worms to measure how long an object is. • Use hands to hold objects and compare weights. • Use children’s feet to measure the length of an object, such as a table. 	<ul style="list-style-type: none"> • Provide opportunities and materials (e.g., use hands, feet, arms, drinking cup, feet, etc.) for measuring length, weight, and size throughout the classroom and outside. • Provide activities for children to use nonstandard items for measuring (e.g., hands, string, paper clips), and model appropriate usage. • Graph and chart the children’s measurements.
b. Explore standard tools of measurement.	<ul style="list-style-type: none"> • Stand on a scale and see the weight. • Use rulers and yardsticks to “measure” structures and objects. • Use measuring cups in the sensory table. 	<ul style="list-style-type: none"> • Provide opportunities and materials for measuring (e.g., rulers and yardsticks) throughout learning centers, and model appropriate usage. • Model graphing and charting measurements. • Plan cooking experiences, and have children use measuring cups.
3. With guidance and support, sort, categorize, or classify objects.	<ul style="list-style-type: none"> • Sort toy cars or other play objects by length. • Categorize the plastic play animals by size. • Classify blocks by weight. • Place objects on a table or floor graph to sort, categorize, or classify. 	<ul style="list-style-type: none"> • Engage children in activities that sort, categorize, and classify objects. • Provide a variety of materials of different sizes, weights, and colors. • Create a graph using the sorted, categorized information (e.g., the number of children who like chocolate, vanilla, or strawberry ice cream).

GEOMETRY DOMAIN (GE)

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
<p>1. With guidance and support, correctly name shapes.</p>	<ul style="list-style-type: none"> • Verbally name shapes. • Say, "I am sitting on a rectangle." • Name the shapes while putting together a shape puzzle. • Hold up the proper shape when reaching the point in the shape song where the name of a shape is stated/sung. 	<ul style="list-style-type: none"> • Provide shape puzzles and other geometric manipulatives, such as pattern blocks and geoboards. Comment on children's actions, supplying the shape word or asking the child the shape word, while children are using the materials. • Read books about shapes, like <i>Shapes, Shapes, Shapes</i>. • Provide shape manipulatives, such as wooden pattern blocks in the classroom. • Name the shapes of objects or signs around the school building or center.
<p>2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.</p>	<ul style="list-style-type: none"> • Point to a shape in the environment when the teacher asks, "Can you find a square?" • Name shapes of ordinary objects in the environment (note that classroom door is a rectangle). • Correctly identify a scalene triangle (all three sides are different lengths) as a triangle. 	<ul style="list-style-type: none"> • Give children play dough and shape cutters. Comment on the "shape cookies" they may be making. • Read books about shapes, such as <i>The Shape of Me and Other Stuff</i>. • Take the children on a shape hunt. • Discuss the attributes of each shape (e.g., number of sides, number of corners, and length of sides). • Have children pick a shape out of a feel bag and identify it without looking at it, but by feeling and talking about the number of sides (if it has sides), the length of the sides, and number of corners.

Performance Standard <i>The child will ...</i>	Examples of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	<ul style="list-style-type: none"> • Sort 2-D and 3-D shapes into separate groups. • Match similar 2-D and 3-D shapes. 	<ul style="list-style-type: none"> • Provide wooden pattern blocks, paper, pencils, and crayons in a center or guided activity. • Provide 2-D and 3-D shape manipulatives in a center or guided activity. Ask children about similarities and differences they see while using the manipulatives. • Engage children in activities using 2-D and 3-D manipulatives. • Help children identify the 'face' of a cube and how many there are.
Analyze, compare, create, and compose shapes.		
4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, and pattern blocks).	<ul style="list-style-type: none"> • Use play dough and shape cookie cutters to create shapes. • Use pipe cleaners to create shapes. • Draw and/or cut shapes using available materials. 	<ul style="list-style-type: none"> • Provide modeling materials (play dough and clay) to make 3-D shapes. • Provide a variety of art materials and have children create shapes. • Engage children in activities to create shapes, such as using geoboards to make various triangles, squares, or rectangles
5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).	<ul style="list-style-type: none"> • Use wooden pattern blocks to create common objects like cars, boats, or other objects. • Use paper cut into various shapes to create a shape person or animal. • Use unit blocks to create structures. • Use rectangular blocks in the dramatic play area to represent objects (like a cell phone). 	<ul style="list-style-type: none"> • Provide activities using a variety of shape materials (e.g., pipe cleaners, word sticks) to create objects. • Provide opportunities to engage in creating shapes using nontraditional materials (e.g., shoe boxes, paper towel tubes, and plastic containers). • Post pictures of everyday objects in the environment.

MATHEMATICS GLOSSARY

Algebraic thinking: a process of using patterns with classroom objects to describe relationships

Cardinality: number of elements in a set

Measurable attributes: mathematic concepts of an object that can be measured using numbers (e.g., length, weight, height)

Nonstandard units of measure: measurement of items that cannot be the same from one time to the next time, (e.g., pinch, handful, a little, as long as a foot or hand) or the measurement of items that are not normally used in accurate measurement (e.g., paper clips, pompoms, crayons)

Numeral: number name that represents how many there are in a collection of objects

One-to-one correspondence: matching the numeral name to the number of items (e.g., the teacher labels the bottom of a muffin container from 1-6, and children put the number of buttons in the corresponding muffin cup with the correct numeral name.)

Operations: order in which the problem is solved

Orientation: way in which the object is turned

Standard units of measure: measurement in a typical way using specific units (e.g., feet, inches, cups, teaspoons, gallons, etc.)

Three-dimensional shapes: shapes that can be measured in three directions and are solid shapes

Two-dimensional shapes: shapes that are drawn on paper or are flat

Quadrilateral: a shape with four sides

Scalene triangle: a triangle with three unequal sides

APPROACHES TO LEARNING STANDARDS FOR FOUR-YEAR-OLD CHILDREN

PLAY DOMAIN (PL)		
Performance Standard <i>The child will ...</i>	Examples Toward Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Engage in play.		
<p>1. Cooperate with friends during play by taking turns, sharing materials, and inviting others to play.</p>	<ul style="list-style-type: none"> • Build a block structure with a friend. • Wait for turn sliding down the slide. • Offer materials to a friend. 	<ul style="list-style-type: none"> • Encourage children to play together, “Ask Mia to help you build a tower.” • Help children wait for a turn. • Provide sufficient materials for children to share and encourage sharing. For example, say “Erin needs a square. Can you share one of yours?” • Encourage children to be patient by saying, “I think it is David’s turn first. Let’s wait!” • Describe the desired behavior, “John, it was very nice of you to invite Erin to play with you.”
<p>2. Initiate and make decisions regarding play and learning activities.</p>	<ul style="list-style-type: none"> • Respond to the teacher when asked “In which center would you like to play today?” • Decide what to do with materials. • Choose learning centers and materials. • Decide where to play during free time or on the playground. • Choose which materials to use in art projects. 	<ul style="list-style-type: none"> • Allow and encourage children to choose center and materials by saying “What will you do today? There are so many choices. The puzzles and writing centers are available.” • Encourage children to plan how they will use materials by asking, “How will you use these materials to create your structure?”. • Encourage thinking aloud to model the selection of materials by saying, “For my collage, I used glitter, but I need it to stick on my paper. What can I use to make the glitter stick here?”
<p>3. Exhibit creativity and imagination in a variety of forms.</p>	<ul style="list-style-type: none"> • Act out pretend characters. • Create original visual art. • Make up original stories. 	<ul style="list-style-type: none"> • Provide a variety of props for pretend play related to books or everyday experiences.

Performance Standard <i>The child will ...</i>	Examples Toward Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> ● Express creativity by playing roles, using props and language during pretend play. 	<ul style="list-style-type: none"> ● Provide variety of art materials, and encourage children to use them creatively (e.g., make collages, books, etc.). ● Write down children’s original stories.
<p>4. Demonstrate active engagement in play.</p>	<ul style="list-style-type: none"> ● Participate in learning centers. ● Play appropriately with materials in centers. ● Spend increasing time in one activity. ● Watch others play and ask to join. 	<ul style="list-style-type: none"> ● Allow children ample time to play in learning centers. ● Provide a variety of materials. ● Encourage students to extend their learning or play by asking, “What else could you do?” ● Comment on children’s use of materials, such as “I like the way Sergio used the big triangle on the top of his tower. It makes it look like a castle.” ● Model and teach children how to join in play, such as by jointly asking a classmate “Can I have a turn next on the slide?”
CURIOSITY AND INITIATIVE DOMAIN (CI)		
Demonstrate curiosity and initiative.		
<p>1. Demonstrate interest in new experiences by interacting with friends, using familiar materials in creative ways, and investigating new environments.</p>	<ul style="list-style-type: none"> ● Play with a variety of friends. ● Create original work that is not based on examples. ● Express interest in new experiences and activities (e.g., walking through a pumpkin patch, playing with a parachute, etc.). Join in a new song or circle time activity. ● Try using a new type of art material or toy that has been introduced. ● Play a new game with rules. 	<ul style="list-style-type: none"> ● Encourage children to choose different centers and playmates. ● Encourage children to use their imaginations with materials by asking, “What are you going to create today?”. ● Introduce children to the school building (kitchen, playground, etc.) and school and community helpers (e.g., custodian, secretary, firefighter, postal worker). ● Introduce and provide instructions on the use of new materials, activities and games.

Performance Standard <i>The child will ...</i>	Examples Toward Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Rotate materials in and among classrooms. • Allow children time to warm up to new activities. • Encourage children to use the same materials in different ways, such as introducing pipe cleaners to make animal figures in one center first, and then using them to make letters.
<p>2. Ask questions to seek new information.</p>	<ul style="list-style-type: none"> • Ask friends or teachers questions about a variety of topics. • Ask “How does that work?” to understand the function of a toy or tool. • Ask “What’s that?” when looking at new things (e.g., a peer’s painting or drawing). 	<ul style="list-style-type: none"> • Prompt students to share their thoughts with “I wonder...” or similar statements. • Respond to children’s questions with explanations that help them understand. • Encourage children to ask questions. • Model asking questions. For example, when children share their work in circle time, say, “I noticed that Cynthia colored the leaves on the trees yellow and brown. Why did you choose those colors?”.
<p>3. Make independent choices.</p>	<ul style="list-style-type: none"> • Choose centers and materials. • Make decisions based on interest (e.g., type of snack, reading partner, riding a tricycle, or swinging on a swing). 	<ul style="list-style-type: none"> • Allow children to choose their own centers. • Give children the opportunity to make their own choices based on their interests during other times of the day (e.g., snack time, book reading, etc.).
<p>4. Approach tasks and activities with increased flexibility, imagination, and inventiveness.</p>	<ul style="list-style-type: none"> • Use the materials of a permanent play area in a new or different way, such as using recycled materials to make a bird feeder in the science area. 	<ul style="list-style-type: none"> • Give students ample opportunity to experience different areas of the classroom.

Performance Standard <i>The child will ...</i>	Examples Toward Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> Solve problems, such as fitting pieces of a puzzle together or figuring out how to construct a ramp in the block area. 	<ul style="list-style-type: none"> Model for students how to solve problems by giving examples, such as “We’re out of purple paint. I wonder how we can make purple with the colors we do have.” Provide an array of materials within each area for children to choose from to complete activities.

PERSISTENCE AND ATTENTIVENESS DOMAIN (PA)

Demonstrate persistence and attentiveness.

1. Follow through to complete a task or activity.	<ul style="list-style-type: none"> Remain involved in one activity at a time, until completed, such as completing a puzzle before moving on to playing with another manipulative. Participate in activities that involve multiple steps or sessions. Demonstrate persevering in a task until completed. For example, ask a friend for help in making a sign, instead of saying “I can’t do it”. 	<ul style="list-style-type: none"> Encourage children’s efforts to concentrate on an activity until completed (take a puzzle apart and put puzzle together). Plan activities that need multiple steps or sessions for completion. Allow children the opportunity to save an incomplete or more complex puzzle so they may continue working on it the next day.
2. Demonstrate the ability to remain engaged in an activity or experience.	<ul style="list-style-type: none"> Ask a peer or teacher for help using materials or completing the activity if needed, instead of moving to other activities. Ask questions during story time. Stay engaged after multiple unsuccessful attempts, such as a block structure tumbling down when placing another block on top of it. 	<ul style="list-style-type: none"> Plan or link activities to interesting pre-kindergarten topics. Give students the opportunity to try tasks on their own and ask questions. Encourage children to help each other. Offer assistance to children who are having difficulty building with blocks. For example, discuss what did not work and options for what they could try next.

Performance Standard <i>The child will ...</i>	Examples Toward Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
3. Seek out and accept help or information from adults and friends when needed to accomplish a task or an activity.	<ul style="list-style-type: none"> ● Use tools when needed (e.g., step stool to reach the sink). ● After fumbling with shoe laces, ask the teacher to tie his/her shoe before going outside to play. ● Ask a friend to show him/her how the new cash register in the dramatic play center opens. 	<ul style="list-style-type: none"> ● Ask students to help each other with age appropriate tasks during the day. ● Provide children with the tools they might need in carrying out everyday activities.
Demonstrate problem-solving skills.		
1. Identify a problem or ask a question.	<ul style="list-style-type: none"> ● Tell an adult when something goes wrong or when there is a misunderstanding. ● Ask for help or directions when needed, such as cleaning up spilt milk. ● Request assistance with tying of shoes. 	<ul style="list-style-type: none"> ● Model appropriate ways to ask for help (e.g., walk up to an adult and ask for help). ● Give children choices during problem solving, such as “You can use tape or glue to hold it. Which would you prefer?” ● Ask questions to help children reflect on their course of action, such as “What do you think will happen if....?”.
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question.	<ul style="list-style-type: none"> ● Ask a friend for help making a tower in the block center. ● Manipulate puzzle pieces to put a puzzle together. ● Work with others, use a variety of materials, and experiment to make an airplane that flies the farthest. 	<ul style="list-style-type: none"> ● Give children opportunities to choose their own goal and try different ways to reach it. ● Monitor children during independent play and assist as needed. ● Guide children to reach their own solution after offering alternatives.
3. Apply prior learning and experiences to build new knowledge.	<ul style="list-style-type: none"> ● Make connections to previous learning with statements such as “I remember when...” or “This is like...”. 	<ul style="list-style-type: none"> ● Prompt students to remember previous experiences, “Do you remember when...?” ● “Let’s remember the steps we took last time to wash our hands.”

Performance Standard <i>The child will ...</i>	Examples Toward Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Say, "I'm squeezing the glue bottle gently so the glue on the picture doesn't drip this time!". 	<ul style="list-style-type: none"> • "What did your friend do to keep the juice from spilling last time?"

APPROACHES TO LEARNING GLOSSARY

Active engagement in play: attending to tasks/play; interacting in play with other children

Learning centers: spaces in the room designed for specific areas of content (e.g., dramatic play, blocks, reading, manipulatives, and art)

Stages of play: specific types of play children experience when developing (e.g., ages 0-2, solitary play; ages 2-2 ½, spectator play; ages 2 ½-3, parallel play; ages 3-4, associate play; ages 4-6, cooperative play)

SOCIAL AND EMOTIONAL DEVELOPMENT FOR FOUR-YEAR-OLD CHILDREN

SOCIAL DEVELOPMENT DOMAIN (SD)		
Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Build and maintain relationships with others.		
1. Interact appropriately with familiar adults.	<ul style="list-style-type: none"> • See below 	<ul style="list-style-type: none"> • See below.
a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.	<ul style="list-style-type: none"> • Approach adult when upset. • Share fears with adults. • Seek help from teachers when needed. 	<ul style="list-style-type: none"> • Read books that provide facial expressions and vocabulary to help children label their feelings. • Involve children in conversations about emotions as they experience them. • Model ways to seek assistance when help is wanted or difficulty arises. • Use puppetry to communicate how positive social interactions can be used in difficult situations. • Promptly respond to children’s requests for help.
b. Engage with a variety of familiar adults for a specific purpose.	<ul style="list-style-type: none"> • Greet the teacher or other adults when arriving at school. • Engage in conversation with adults on a variety of topics. • Share home and school experiences with familiar adults. 	<ul style="list-style-type: none"> • Provide a warm greeting to each child and family at arrival. • Ask open-ended questions to engage children in conversations (e.g., “How far is it to get to school from your home?” “Why do you have on a coat today?”). • Implement a small group activity, such as “share time” to encourage children to engage in conversations. • Stimulate genuine conversations with children as a way to bridge home and school experiences.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
2. Interact appropriately with other children.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Engage in positive interactions and communications with friends (e.g., greet peers, use names of classmates, share materials).	<ul style="list-style-type: none"> • Use words and gestures to greet friends. • Call friends by name when interacting. • Follow suggestions given by a friend concerning their play. • Share materials. • Listen respectfully when other children are speaking. • Laugh with friends. • Talk with friends during appropriate times to share information, ideas, and feelings. • Interact positively with a diverse group of friends, including children with disabilities. 	<ul style="list-style-type: none"> • Use classroom materials and greeting rituals to talk to each other such as interactive verbal exchange while playing in dramatic play. • Model and prompt children to use names of friends when interacting. • Provide self-selected free play opportunities. • Design learning opportunities where children must work cooperatively. • Ensure classroom composition is heterogeneous in terms of gender, race, culture, language, and ability. • Limit corrective commands when speaking with children in favor of more positive, pro-social language. • Create a supportive classroom climate where children are acknowledged for positive behavior.
b. Develop relationships and share a friendship with one or two friends.	<ul style="list-style-type: none"> • Develop and maintain an ongoing friendship with at least one other child. • Express emotions or thoughts when a friend is absent. • Offer assistance and materials to others. • Miss special friends if they are separated. 	<ul style="list-style-type: none"> • Encourage children to play with a new friend. • Provide opportunities for children to express and share emotions. • Create situations for children to develop individual relationships with everyone in the classroom through activities such as paired reading, cooperative tasks, and classroom job assignments. • Acknowledge kind interactions among children.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
c. Ask permission to use items or materials of others.	<ul style="list-style-type: none"> • Respond appropriately to a friend when he/she says, “No” such as, (e.g., “May I have the toy when you are finished?”). • Offer to exchange materials or toys with another child. • Ask permission to examine or play with another child’s toy or item. • Ask to take a next turn when another child is using something. 	<ul style="list-style-type: none"> • Provide opportunities for sharing and strategies for turn-taking, such as flipping a coin to see who plays with the toy first. • Model sharing language such as “Ask her if you can play with the toy when she is done.” • Encourage children to sharing items or toys. • Limit the amount of materials available in the classroom to stimulate sharing and waiting turns.
d. Acknowledge needs and rights of others.	<ul style="list-style-type: none"> • Volunteer to take turns by saying, “It’s your turn on the swing”. • Respect the personal space of others by asking to give a friend a hug or asking to play beside them. • Listen while others are speaking. 	<ul style="list-style-type: none"> • Encourage children to take turns with popular toys or learning materials that are limited in supply. • Explain and model providing appropriate personal space. • Acknowledge and provide positive feedback for listening while others are speaking.
3. Express empathy and care for others.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Show affection and concern in appropriate ways.	<ul style="list-style-type: none"> • Provide comfort to a classmate who is sad and give a soft hug to an upset friend. • Offer to give assistance to friends who are trying to solve a problem, such as zipping a coat. • Share success of another child. • Convey to adult that another child is upset in a telling, not tattling manner. 	<ul style="list-style-type: none"> • Model for children how to acknowledge feelings and provide comfort to each other. • Pair children together in activities so they may assist each other. • Encourage children to celebrate the successes of other children. • Use circle time to help children identify ways they can demonstrate caring for others; write on an experience chart.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
b. Offer and accept encouraging and courteous words to demonstrate kindness.	<ul style="list-style-type: none"> • Use kind words when interacting with a friend, such as, “I’m sorry” or “I like you.” • Accept kind words from a friend, such as “You can play with me.” • Say “please, thank you, I’m sorry, and you can play with me” when talking with friends. 	<ul style="list-style-type: none"> • Encourage children to discuss their feelings when someone is nice to them. • Acknowledge when kind words are used. • Model the use of courteous words for children when conflicts arise. • Keep a kindness chart where children and teachers can post when they see someone doing something kind. • Have a special visit with seniors where children bring gifts (or artwork) or put on a special concert.
c. With prompting and support, identify emotional cues of others and react in a positive manner.	<ul style="list-style-type: none"> • Recognize and label others’ emotions. • Say, “You seem sad or angry.” • Say, “Another child is mad because their block tower keeps falling down.” 	<ul style="list-style-type: none"> • Read books about various emotions. • Provide an opportunity for children to react to different emotions through pretend play and pictures (e.g., the baby is crying because she is hungry). • Use masks for children to assume different emotional roles. • Problem solve with children when classroom situations arise.
Work productively toward common goals and activities.		
4. Participate successfully as a member of a group.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	<ul style="list-style-type: none"> • Share ideas and experiences during small group time. • Draw a picture at the art center and tell the child next to him, “It’s a dinosaur!” 	<ul style="list-style-type: none"> • Plan small and large group activities that encourage conversation. • Prompt and encourage children to share experiences. • Provide opportunities for children to discuss their family, school activities, and other topics of interest during different times of the day.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Begin each day with morning circle/group time, focusing on a shared experience (e.g., “What did you eat for breakfast today?”) • Encourage children to ask questions of one another. • Record “Daily News” on a chart as children share experiences.
<p>b. Sustain interactions with friends, allow others to join play activities, and play cooperatively with others in small and large groups.</p>	<ul style="list-style-type: none"> • Cooperate with other children during dramatic play or in building block structures by swapping food items or blocks. • Allow or invite others to engage in conversation or cooperative play. • Engage in multiple back-and-forth exchanges during conversations with friends. 	<ul style="list-style-type: none"> • Model for children how to initiate play activities. • Allow children to move freely through centers engaging in play and conversation. • Plan large group activities where children follow movements suggested by a leader.
<p>c. Accept assigned duties during play or classroom management routines.</p>	<ul style="list-style-type: none"> • Volunteer to assume a job or responsibility. • Carry out assigned duties for the day. • Take part in clean-up responsibilities. • Assist others with the completion of their tasks. • Manage and care for personal materials throughout the day. 	<ul style="list-style-type: none"> • Ask children to assume meaningful job tasks to by creating and using a classroom helper’s chart. • Plan fun ways to clean-up, such as filling a paper bag, beating the clock, or singing a clean-up song with children’s names.
<p>5. Join ongoing activities in acceptable ways.</p>	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
<p>a. Express to others a desire to play.</p>	<ul style="list-style-type: none"> • Say, “I want to play” when interested in what others are doing. • Say to a classmate, “Let’s play circus. I’ll be the tiger” while playing outside. 	<ul style="list-style-type: none"> • Provide opportunities for free play. • Encourage children to plan where and what they would like to play, either orally or in writing.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
b. Lead and follow.	<ul style="list-style-type: none"> • Volunteer to be a class leader for the day. • Follow the class leader. • Emerge as a leader during group activities. • Follow directions. 	<ul style="list-style-type: none"> • Provide opportunities for children to volunteer to be the class leader. • Acknowledge children who follow the leader. • Create opportunities for children to emerge as leader. • Play Simon Says.
c. Move into group with ease.	<ul style="list-style-type: none"> • Join an activity already in progress without disturbing others. • Follow the direction of the teacher during transition times (e.g., wash hands and join circle time when coming inside from outdoor play). 	<ul style="list-style-type: none"> • Help children learn how to enter play by providing them with strategies and the necessary language skills (e.g., suggest scenarios or roles). • Plan games during transitions to keep children engaged and learning. • Use transition signals to manage changes. • Help children learn how to enter play by providing them with the strategies and the necessary language skills (e.g., suggest scenarios or roles). • Plan games during transitions to keep children engaged and learning.
6. Resolve conflicts with others.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. With prompting and support, use discussions and negotiations to reach a compromise.	<ul style="list-style-type: none"> • Resolve conflicts with adult assistance. • Volunteer to leave area of conflict and visit another interest center. • Say, "I had the drum first. You can have it when this song is over". 	<ul style="list-style-type: none"> • Utilize puppets, dramatic play centers and stories to talk about resolving conflict. • Engage children in problem solving when a classroom conflict develops. • Brainstorm possible solutions with children.
b. With prompting and support, use courteous words and actions.	<ul style="list-style-type: none"> • Use kind words. • Console a child with kind words, such as, "It will be ok." 	<ul style="list-style-type: none"> • Model and acknowledge the use of kind words. • Encourage children to assist and provide encouragement to each other in various situations.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Attempt to assist another child by asking permission to help with the task. • Make statements such as, "Please give me the book", or "I'm sorry I stepped on your mat". 	<ul style="list-style-type: none"> • Express empathy and care for others. • Ask children how they can console one another after disagreements.
EMOTIONAL DEVELOPMENT DOMAIN (ED)		
Demonstrate awareness of self and capabilities		
1. Demonstrate trust in self.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions.	<ul style="list-style-type: none"> • Acknowledge the impact of actions on others, by saying, "I would not like it if someone took the toy I was playing with." • Identify common emotions such as "I am happy" or "That made me sad." • Say, "I can ...", "I will ...", "I did ...". 	<ul style="list-style-type: none"> • Engage children in conversations about "why they are special" • Make "I am Special" books. • Provide encouragement for a child who tries something new, but does not get the desired result."
b. Identify own emotions and express pride in accomplishments.	<ul style="list-style-type: none"> • Express feelings through appropriate gestures, actions and language. • Say, "Watch me. I can do it by myself." • Use pretend play to respond to feelings. • Say, "I feel ...", "I did it!". 	<ul style="list-style-type: none"> • Model gestures and language to express emotions. • Provide opportunities for children to celebrate and talk about accomplishments. • Share enthusiasm in children's successes.
2. Develop personal preferences.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Express independence, interest, and curiosity.	<ul style="list-style-type: none"> • Make independent choices. • Show special interest in certain activities. • Persist and complete activities that peek curiosity. • Ask questions. 	<ul style="list-style-type: none"> • Provide a variety of high interest activities in learning centers and allow free choices. • Initiate and extend special interest centers.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Say, "I can ...", "I choose ...", "I want ...". 	<ul style="list-style-type: none"> • Utilize higher order questioning techniques that can challenge children and peak their curiosity (e.g., "How do you do that?" "Can you tell me why this is not working?").
b. Select and complete tasks.	<ul style="list-style-type: none"> • Choose and complete a challenging puzzle. • Build an extensive block structure. • Select an art project to complete. 	<ul style="list-style-type: none"> • Provide a variety of materials and allow ample time for exploration. • Create an environment that acknowledges accomplishments and provides positive reinforcement and encouragement. • Assist and encourage all children to select an activity to complete.
3. Show flexibility, inventiveness, and interest in solving problems.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Make alternative choices.	<ul style="list-style-type: none"> • Agree to share toys or other items. • Volunteer to move to another area when center is full. • Say, "Here's a different way to make it work!" 	<ul style="list-style-type: none"> • Provide opportunities for children to move freely during center time. • Create a classroom atmosphere that encourages sharing. • Acknowledge and provide positive feedback for making appropriate choices, such as choosing a different toy to play with until the desired toy is available.
b. Persist and problem solve when working on a task.	<ul style="list-style-type: none"> • Select additional materials to complete a project. • Work on a puzzle over multiple days. • Rebuild a tower of blocks that has fallen. 	<ul style="list-style-type: none"> • Create a supportive environment in identifying a problem. • Provide opportunities for children to analyze and figure out solutions by asking open ended questions. • Give encouragement and positive feedback for trying new things.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Create projects and “safe spaces” where projects can be worked on for multiple days.
4. Know personal information.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Describe self, using several basic characteristics (e.g., gender, age, hair color, eye color).	<ul style="list-style-type: none"> • Identify self as a boy or girl and state age. • Draw a picture of self, showing hair and eye color. • Describe self to another child. 	<ul style="list-style-type: none"> • Engage children in conversation about self during group time. • Provide art materials for children to utilize in drawing pictures of self to be displayed. • Plan an activity where children describe self to other friends using pictures or mirrors. • Use a tasting table and chart whether children like/dislike flavors; willing to try/avoid new experiences, etc.
b. Refer to self by first and last name.	<ul style="list-style-type: none"> • Say name when asked or sing name in a song. • Share first and last name with a friend. • Write their first name on artwork. • Recognize his/her name in print and say, “That’s me!” 	<ul style="list-style-type: none"> • Provide opportunities in group activities for children to introduce themselves, using first and last names (e.g., Sing “Who Came to School Today?”). • Engage children in games designed to find a friend and state first and last name. • Label personal space. • Use name tags for circle time. • Take classroom attendance by showing name tags. • Post children’s names in meaningful places in the classroom.
c. Know parents’/guardians’ names.	<ul style="list-style-type: none"> • State names of parents/guardians. • Say, “That’s my mommy’s name” when listening to a story of a character with the same name. 	<ul style="list-style-type: none"> • Prompt children to state names of parent during introduction of unit on family. • Engage children in conversations about parents/guardians during introduction of unit on family with a photo collage.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Have children attempt to write family member names on drawing of family (done at least three times a year to document growth in child's skills).
Recognize and adapt expressions, behaviors, and actions.		
5. Show impulse control with body and actions.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Control own body in space.	<ul style="list-style-type: none"> • Respect the space and materials of others by not touching them. • Use words or remove self from situation to express frustration rather than hitting another child. • Follow classroom rules (e.g., keep hands and feet to yourself while seated on the carpet.) • Move safely through room without harm to self or others. 	<ul style="list-style-type: none"> • Acknowledge when children respect materials and others. • Support children in using language to manage emotions. • Explain classroom rules as they relate to controlling one's body.
b. Follow procedures or routines.	<ul style="list-style-type: none"> • Follow class routines without prompts. • Adjust to changes in classroom routines. • Come to circle time when the teacher begins to sing. 	<ul style="list-style-type: none"> • Provide opportunities for children to help create simple rules. • Explain routines to children; post a schedule with pictures and words. • Review procedures and routines after a long holiday break. • Provide sufficient warning for transitions between activities. • Provide assistance to children in following classroom routines. • Provide a classroom atmosphere that allows children time to adjust to changes.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
c. Transition appropriately within environments with ease.	<ul style="list-style-type: none"> • Transition smoothly from inside to outdoor activities by staying with the class during the transition. • Follow the class routine and go to a center following a brief goodbye to family. • Come indoors to wash hands for lunch or to listen to a story. 	<ul style="list-style-type: none"> • Use puppets and other materials to review rules for transition. • Create a classroom atmosphere that promotes smooth transition with appropriate classroom arrangement. • Provide emotional support to ensure a smooth transition from home to school by consoling children who may be upset when separating from a parent. • Inform children in advance of transition time to allow sufficient time to complete or save project.
6. Manage emotions.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. With prompting and support, progress from being upset to being calm.	<ul style="list-style-type: none"> • Talk about reason for being upset. • Breathe deeply to regain self-control. • Shows disappointment when it is another child's turn to use the toy, but quickly becomes interested in the next activity suggested by the teacher. 	<ul style="list-style-type: none"> • Offer an area away from others where children can go for a "break." • Offer alternative for children to consider when they are unable to complete a project as planned (e.g., Child is upset because there is no pink paint. Teacher states, "We can mix white and red to make pink!").
b. With prompting and support, recognize emotions.	<ul style="list-style-type: none"> • Identify their emotional state (e.g., say "I am really glad.") • Use pretend play to recognize emotions, (e.g., When playing with dolls, child praises doll for successfully sharing with a friend). 	<ul style="list-style-type: none"> • Encourage children to share emotions through drawings, or puppets. • Use music and dance to teach about emotions and expressive behavior (e.g., "When you're happy and you know it..."). • Talk with children about the facial expressions of characters in picture books.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> ● Notice emotion of a peer (e.g., “Sally is crying. She fell off the swing and is hurt”). 	
<p>c. With prompting and support, express feelings through appropriate gestures, actions, and language.</p>	<ul style="list-style-type: none"> ● Smile and say, “This story makes me happy.” ● While in line, say to a peer, “Stop pushing me!” ● While waiting for a toy, ask “When is it my turn?”. 	<ul style="list-style-type: none"> ● Utilize pretend play (props and puppets) to engage children in expressing feelings through gestures. ● Provide opportunities during story times for children to act out emotions (e.g., when reading “If Your Happy and You Know It.”) ● Utilize questioning strategies with pictures of children with different emotions.
<p>d. With prompting and support, express frustration and anger without harming self, others, or property.</p>	<ul style="list-style-type: none"> ● Use words to show frustration and anger without harm self, others, or property (e.g., say, “I don’t like it when you take my truck”) ● Ask to be left alone. 	<ul style="list-style-type: none"> ● Read books aloud about appropriate ways to express feelings such as <i>Hands are Not for Hitting</i>. ● Model social skills and reinforce appropriate behavior. ● Redirect inappropriate behaviors through more appropriate outlets (e.g., a child who is aggressive may pound play dough to get out their frustration.) ● Provide an area in the room where children can go to “cool off.” ● Have one on one conversations with children often so they feel comfortable approaching the teacher to express their emotions.
<p>7. Follow procedures and routines with teacher support.</p>	<ul style="list-style-type: none"> ● See next page. 	<ul style="list-style-type: none"> ● See next page.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
a. Follow one-step and/or two- step directions (e.g., move appropriately when transitions are announced).	<ul style="list-style-type: none"> • Wash hands before sitting down at the table to eat. • Hang up coat before going to a center as part of the morning routine.” 	<ul style="list-style-type: none"> • Provide opportunities for one- or two-step directions and reinforce appropriate behavior, such as asking children to go to the bathroom and wash their hands before snack. • Create an atmosphere conducive to a smooth transition and self-regulation (e.g., singing transitions songs when activities change, having a system to promote self-regulation in the number of children allowed per center).
b. Use materials with care and safety.	<ul style="list-style-type: none"> • Use blocks to build structures. • Volunteer to put books, materials, or toys in designated places. • Use scissors to cut paper. 	<ul style="list-style-type: none"> • Engage children in conversations on using scissors and other materials in a safe manner. • Reinforce positive behavior. • Create an environment for leadership skills to emerge, and reward appropriate behavior.
c. Take turns sharing information with others (e.g., interact during group time).	<ul style="list-style-type: none"> • Talk to other children about their play- or real-life experiences. • While playing a veterinarian, offer information on how to care for a pet, based on what they know from caring for their own dog at home. 	<ul style="list-style-type: none"> • Adjust schedule to include free time for children to communicate with each other. • Use a “pair and share” strategy for having children respond to questions about a story read aloud so all students have the opportunity to share information.
8. Demonstrate flexibility in adapting to different environments.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Adjust behavior in different settings.	<ul style="list-style-type: none"> • Modify behavior from classroom and other school settings to the playground by using a quiet voice inside and a loud voice outside. 	<ul style="list-style-type: none"> • Involve children in understanding distinction between rules for various settings. Simple classroom rules.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Adjust behavior for different settings, such as at the library, playground, and lunchroom by walking inside and running outside. 	<ul style="list-style-type: none"> • Remind children of inside and outside rules and reward appropriate behaviors.
<p>b. Follow rules in different settings.</p>	<ul style="list-style-type: none"> • Remember to follow simple rules such as walking in the museum during a field trip. • Discuss rules for being safe on the playground. • Remain quiet or whisper while visiting the library. • Uses an outside voice and an inside voice where appropriate. 	<ul style="list-style-type: none"> • Involve children in making simple rules for field trips. • Read and discuss books related to playground safety. • Review the rules of a new setting prior to taking a field trip.

SOCIAL AND EMOTIONAL DEVELOPMENT GLOSSARY

Alternate choices: different options provided for children

Cues: prompting by using hints

Empathy: show understanding for someone's feelings

Impulse control: to not act on first thought

Inventiveness: creative expression through play

Security: a feeling of safety

Self-awareness: awareness of one's individualism

SCIENCE STANDARDS FOR FOUR-YEAR-OLD CHILDREN

SCIENTIFIC METHOD AND INQUIRY DOMAIN (SI)		
Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Engage in simple investigations.		
1. Make observations, make predictions, and ask questions about natural occurrences or events.	<ul style="list-style-type: none"> • Predict what will happen to a seed that doesn't have water, compared with one that gets water on a regular basis. • Inspect a bird's nest and ask how it was made. • Ask why the moon changes shape on different nights. 	<ul style="list-style-type: none"> • Provide materials to explore plant growth. Plant seeds under different conditions (e.g., in the sun versus shade, watering versus not watering) and have children record their predictions for each contrasting condition. • Provide/collect natural objects to explore. • Lead a discussion with the children before a walk or trip to observe natural events or occurrences (e.g., shape of the clouds in the sky). • Record observations and predictions on a chart.
2. Describe, compare, sort, classify, and order objects.	<ul style="list-style-type: none"> • Sort objects based on like characteristics (e.g., density – sink or float; texture – rough or smooth; weight – heavy or light; color; shape, etc.) • Classify animals by where they live (e.g., water, land, air, etc.). • Order objects by their relationship to each other (e.g., small, medium, large, etc.). 	<ul style="list-style-type: none"> • Provide a variety of materials including objects (e.g., items that sink/float; items with various textures) and measurement tools (e.g., balance scales, etc.). • Read books about various animals (e.g., bird, fish, and wild animals) and then provide picture cards of the animals that the children may classify/sort. • Provide chicken life cycle sequencing cards that children can place in the proper order (e.g., hatchling, chick, chicken).
3. Use a variety of simple tools to make investigations.	<ul style="list-style-type: none"> • Use a magnet wand to identify items that attract or repel it. • Use a prism to make a rainbow. • Use binoculars to observe birds on the playground. 	<ul style="list-style-type: none"> • Provide a variety of tools for conducting investigations, including hand lenses or magnifying glasses, magnet wands, prisms, binoculars, etc.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> Model appropriate use of tools, and then lead an activity that uses these tools in small groups. Later, place the tools in a center for the children to use independently.
<p>4. Explore materials, objects, and events and notice cause and effect.</p>	<ul style="list-style-type: none"> Place ice cubes in the sun and see what happens. Place objects on construction paper and allow the sun to fade the paper. Use a dropper to drop water on a paper towel to observe absorption. Describe results related to cause and effect from simple experiments. 	<ul style="list-style-type: none"> Provide materials (e.g., ice cubes, containers, construction paper, various shaped objects, etc.) and science tools (e.g., droppers, magnifying glasses, etc.) to explore cause and effect. Model an experiment and then provide opportunities for small group exploration, such as mixing primary colored paint (red and yellow) to arrive at secondary colors (orange). Prompt children to explain what happens to objects and materials during experiments. Record outcomes on chart paper.
<p>5. Describe and communicate observations, results, and ideas.</p>	<ul style="list-style-type: none"> Identify new colors by blending two colors (e.g., Say "I made purple!"). Draw pictures documenting results of an experiment. Participate in creating and organizing a chart about ideas on a topic (e.g., what will happen when water and sand are mixed together). 	<ul style="list-style-type: none"> Read the book <i>Mouse Paint</i> then have children blend colors on their own. Encourage discussion. Provide materials for drawing, documenting results, and creating charts (e.g., camera, journal, and art supplies). Use language, such as, "I wonder what will happen if..." to encourage children to experiment with new ideas. Record observations, results, and ideas on chart paper.
<p>6. Work collaboratively with others.</p>	<ul style="list-style-type: none"> Make shadows with a friend using a lamp or flashlight and various objects. Take turns dragging a sock through the grass to collect seeds. 	<ul style="list-style-type: none"> Plan activities that require collaboration such as small-group or paired activities (e.g., group-made books, measuring how tall each child is).

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Take a nature walk and make a class collection of found objects. 	<ul style="list-style-type: none"> • Clearly explain roles for each student in a pair when children are encouraged to conduct experiments together.
Use the five senses to explore and investigate the environment.		
<p>7. Name and identify the body parts associated with the use of each of the five senses.</p>	<ul style="list-style-type: none"> • Say “I used my nose to smell,” when identifying the contents of scent containers. • Identify objects in a "feely" bag and say “I used my fingers to touch and tell what was inside without peeking!” • Identify common objects by sound and say “I could tell what made that sound by listening with my ears.” 	<ul style="list-style-type: none"> • Prepare scent containers with children. • Collect objects for a “feely” bag to be used with the children. Draw children’s attention to familiar, everyday sounds. Record these for later playback and see if children can identify the sounds.
<p>8. Describe similarities and differences in the environment using the five senses.</p>	<ul style="list-style-type: none"> • Sort foods by taste (e.g., sweet or sour). • Sort animals according to body covering (e.g., feathers, fur, scales). • Talk about how the inside of a pumpkin looks, smells, feels, and tastes. 	<ul style="list-style-type: none"> • Plan a tasting party of sweet and sour foods. Label the taste children are experiencing as they try the food. • Provide books and pictures of different animals. Discuss the animal covering and its purpose. • Plan and provide for an activity that uses multiple senses, such as exploring the inside of a pumpkin. Prompt children with questions, such as “how does it feel?”, “what does it taste like?”, “what sound is made when you drop a seed?”, “does it smell?”, and “what colors/shapes do you see?” • Record observations in a chart story.

PHYSICAL SCIENCE DOMAIN (PS)

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Develop awareness of observable properties of objects and materials.		
1. Manipulate and explore a wide variety of objects and materials.	<ul style="list-style-type: none"> • Explore collections of familiar and natural objects, such as rocks, shells, water, seeds, etc. • Compare rocks and say, “This rock is smooth and this one is shiny.” • Bring an item for a classroom collection (e.g., rocks, leaves). 	<ul style="list-style-type: none"> • Provide a variety of collections of natural objects (e.g., shells, rocks, seeds) to examine and compare. Discuss their properties with the children. • Provide ice for the water table. Lead children in discussion on what occurs to the ice cubes. • Allow the children to choose a familiar object as a group, and make a classroom collection with items brought from home or found on a class nature walk.
2. Describe and compare objects and materials by observable properties	<ul style="list-style-type: none"> • Describe differences between wet sand and dry sand. • Use a balance scale to experiment with weights of familiar objects. • Make play dough and identify the texture of the ingredients. • Group objects by color, size, shape, weight, texture, and temperature. 	<ul style="list-style-type: none"> • Provide play opportunities in wet and dry sand. Encourage children to describe and compare the two types of sand. • With small groups of children, collect small objects around the classroom. Model weighing and comparing the objects using a balance scale. • Provide ingredients and guidance for making play dough. Compare the texture with other materials the children may have already used (e.g., clay, pebbles, wet sand, etc.). • Ask children questions about objects and then using the words they used to describe the objects, prompt the children to group the objects by description.
3. Identify position and movement of people and objects	<ul style="list-style-type: none"> • Collect small, familiar, classroom objects and identify which objects sink (go under the water) and float (stay above the water) in the water table. 	<ul style="list-style-type: none"> • Discuss and compare which items sink and which items float in the water table, using positional words, such as synonyms for sink and float.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Move puppets to various positions, such as behind, or in front of, the curtain when beginning or ending a puppet show. • Move through a maze following directions for positional words: over, under, in, and out. • Identify objects as being over, under, inside, or outside another object, such as a box. 	<ul style="list-style-type: none"> • Encourage children to position puppets according to positions in action songs and finger plays. • Plan an outdoor maze with opportunities for children to move in different positions.
<p>4. Explore what happens to objects in relation to other forces.</p>	<ul style="list-style-type: none"> • Roll objects down ramps with various inclines in the block center. • Use play fishing poles with magnets to catch "fish." 	<ul style="list-style-type: none"> • Model building ramps in the block center. Provide objects that can roll. Observe and discuss the speed. • Provide children with fishing poles and magnetic fish. Ask how they are able to catch the fish. • Provide tissue paper and rocks. Drop the objects from the same height and discuss what happens.
LIFE SCIENCE DOMAIN (LS)		
Acquire scientific knowledge related to life science.		
<p>1. Name, describe, and distinguish plants, animals, and people by observable characteristics.</p>	<ul style="list-style-type: none"> • Sort animals by their primary environment (e.g., land, water, air). • Group friends by hair color. • Identify parts of plants (e.g., flower, leaves, and stem). 	<ul style="list-style-type: none"> • Provide plastic animals and containers labeled for land, water, and air. • Assist children in grouping by hair color. Provide a designated area for each group. • Provide opportunities to investigate characteristics of plants, by having children care for safe, live plants in the classroom.
<p>2. Describe plant, animal, and human life cycles.</p>	<ul style="list-style-type: none"> • Keep a pictorial log of plant growth. • Retell the life cycle of a plant or animal from a book. 	<ul style="list-style-type: none"> • Provide seeds, soil, and cups for planting. Photograph growth and display as a timeline for children. • Read books about plant growth, such as <i>The Carrot Seed</i> and <i>The Hungry Caterpillar</i>.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Place life cycle cards or pictures in correct sequence. • Bring pictures of when they were a baby and share how they've changed with a classmate. 	<ul style="list-style-type: none"> • Provide caterpillars to observe the metamorphosis to butterflies.
3. Describe the needs of living things.	<ul style="list-style-type: none"> • Take care of familiar plants and animals in the classroom, and describe how this meets the plant and/or animal's needs. • Answer questions about the basic needs of living things (e.g., food, shelter, and clothing). 	<ul style="list-style-type: none"> • Provide a classroom pet and/or plant and research the care needed. Have children take turns feeding the class pet and watering the plant. • Ask open-ended questions when reading books about animals' needs and how those needs are met.
4. Compare and contrast characteristics of living and nonliving things.	<ul style="list-style-type: none"> • Sort pictures and/or make a collage of living and nonliving things. • Talk about how living and nonliving things are alike (e.g., grass and dumpsters are both green). • Talk about how living and nonliving things are different (e.g., grass grows taller but dumpsters do not change shape). 	<ul style="list-style-type: none"> • Provide magazines for cutting pictures, paper, and glue, prompting one group of children to create a collage of living things and another group of children to make a collage of nonliving things. Share the results in circle time. • Model observations/discoveries of living and nonliving objects. • Make a list of living and nonliving things as a class and discuss their similarities and differences.

EARTH SCIENCE DOMAIN (ES)

Apply scientific knowledge related to earth science and space.

1. Describe daily weather changes and seasonal patterns using weather vocabulary.	<ul style="list-style-type: none"> • Participate in daily weather discussion. • Complete a weather chart using stickers or color coding. • Use flannel weather doll and change clothes according to the weather. 	<ul style="list-style-type: none"> • Include the daily weather as part of circle time.
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Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> ● Provide a weather chart for children, instructing them to place a sticker under the appropriate picture that symbolizes the current weather. Discuss the charts at the end of the week (e.g., how many rainy days were there?). ● Provide opportunities to discuss a weather doll and their choice of clothing.
<p>2. Identify characteristics of the clouds, sun, moon, and stars.</p>	<ul style="list-style-type: none"> ● Observe and draw pictures of clouds. ● Make a list of objects seen in the day sky and those seen in the night sky. 	<ul style="list-style-type: none"> ● Observe and draw clouds during a science lesson. ● Involve parents in making a list of objects seen in the night sky with their child. ● Provide experiences to feel sunshine (heat) and rain (wet).
<p>3. Collect, sort, identify, and describe natural objects in the natural world.</p>	<ul style="list-style-type: none"> ● Make a collection of leaves found on the playground. ● Discover natural objects hidden in the sandbox and sort by categories. ● Collect rocks and classify by size, color, shape. 	<ul style="list-style-type: none"> ● Provide bags for collecting leaves. After children have collected leaves, ask them to sort them according to color, shape, etc. Encourage them to use informational books about leaves to identify the type they have found. ● Provide tools for digging and collecting natural objects from the sand and water table or sandbox. ● Go on a walk to collect rocks (or each child could bring a rock from home). Read the book <i>Sylvester and the Magic Pebble</i> and ask children how their collection of rocks relates to the story.

TECHNOLOGY DOMAIN (TE)

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Identify and explore a variety of technology tools.		
<p>1. Use appropriate technology tools to explore objects and/or to discover new information.</p>	<ul style="list-style-type: none"> ● Use a pulley to lift an object. ● Use a tin can telephone to talk to a classmate. ● Make bubbles using a hand beater in the water table. ● Use a magnifying glass, telescope, microscope, computer, and simple machines (e.g., lever, pulley, inclined plane). 	<ul style="list-style-type: none"> ● Design a pulley system for outdoors, such as hoisting a bucket. Allow children various opportunities to experiment with it. ● Provide two tin cans and string, and model how to make a telephone. ● Provide bubble solution and hand egg beater for the water table. Lead a discussion on how this activity is different from blowing bubbles with a bubble wand. ● Model making simple machines out of common classroom objects, such as a ramp made out of blocks.
<p>2. Use technology tools to gather and/or communicate information.</p>	<ul style="list-style-type: none"> ● Use a magnifying glass to count how many legs are on a bug. ● Use a funnel in the sand and water table to fill containers of different sizes and shapes. ● Use a magnet to find out which objects have magnetic attraction. ● Use a computer/iPad to type and send a simple email. 	<ul style="list-style-type: none"> ● Collect bugs from the playground with teacher supervision, and ask children to observe with a magnifying glass. ● Add funnels to sand and water table, and encourage each child to fill a different container and then trade containers with a classmate. ● Provide magnets for exploring, and prompt children to discuss what types of objects have magnetic attraction. ● Assist children in operating a computer/iPad to send a simple email.
<p>3. With prompting and support, invent and construct simple objects or structures using technology tools.</p>	<ul style="list-style-type: none"> ● Make sand art by pouring colored sand into a plastic bottle with a funnel. ● Use tweezers [tongs] to pick up small objects and build a small structure. 	<ul style="list-style-type: none"> ● Provide powder paint and containers for children to color sand. Provide funnels for making sand art.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Use items from the block center to build a structure (e.g., an airport or a shopping mall). 	<ul style="list-style-type: none"> • Provide large tweezers, small wooden cubes, and space to build. • Read books about cranes and other equipment used to construct buildings. • Provide small models, photographs, or pictures in the block center for children to use in their constructions. • Prompt children to discuss how items in the block center could be used to build a structure.

SCIENCE GLOSSARY

Earth science: study of the natural world (i.e., weather and space)

Investigation: participating in projects where exploring, predicting, and discovery are encouraged

Life science: study of living things (i.e., plants and animals)

Metamorphosis: changing or transforming

Observable properties: noticeable characteristics of things

Scientific knowledge: information related to the study of science

Simple tools: items used to explore other items (e.g., magnifying glass)

Technology tools: items that assist in investigations or performing tasks that require some sort of sophistication; may require a power source (e.g., telescope, microscope, computer, and simple machines)

PHYSICAL DEVELOPMENT STANDARDS FOR FOUR-YEAR-OLD CHILDREN

GROSS MOTOR SKILLS DOMAIN (GM)		
Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.		
<p>1. Identify and demonstrate the use of body parts connected with gross motor movement.</p>	<ul style="list-style-type: none"> ● Point to and name the large body parts, such as arms, shoulders, legs, knees, feet. ● Move appropriate body parts when named. ● Use and identify the function of body parts, such as knee, foot, arm, in performing gross motor movements (e.g., pedaling a tricycle or swinging on the swings). 	<ul style="list-style-type: none"> ● Lead the children in “The Hokey Pokey” while naming and pointing to the large body parts. ● Play "Simon Says" with large body parts used to perform gross motor movements. ● Lead the children in music/ movement songs that identify body parts like Hap Palmer’s “What a Miracle” or Greg & Steve’s, “Beanie Bag Dance.” ● Provide portable outdoor equipment, such as a hula hoop, and demonstrate how children should move their hips to spin it.
<p>2. Demonstrate coordination of large muscles to perform simple motor tasks.</p>	<ul style="list-style-type: none"> ● Steer and pedal a tricycle. ● Throw, catch, and kick a ball, with increased coordination of the hands and feet (e.g., throwing overhand, or catching by trapping the ball with the body). ● Hop on one or two feet in place, moving forward, backward, sideways, or over obstacles. ● Walk forward, alternating feet, on a low balance beam (or tape on the floor). ● Walk, gallop, run, jump, climb, and stretch. 	<ul style="list-style-type: none"> ● Provide ample daily time for outdoor play. ● Provide verbal and “side-by-side” coaching to help child understand how the tricycle moves. ● Provide daily outdoor free play using gross motor equipment in a safe outdoor environment. ● Plan teacher-directed movement activities, such as obstacle courses that engage the large muscles. ● Demonstrate how to hop on one foot; hold the child’s hands while he/she hops on one foot. ● Plan opportunities for balancing, climbing, and hopping (e.g., demonstrate how to play hopscotch).

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.		
3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	<ul style="list-style-type: none"> ● Walk a balance beam, by alternating feet or sidestepping. ● Walk up and down stairs with alternating feet. ● Throw, catch, kick, and bounce a ball, with increased coordination of the hands and feet (e.g., throwing overhand, or catching by trapping the ball with the body). ● Climb a slide ladder, using alternating arms and feet. ● Hop on one or two feet, backwards, sideways, or over obstacles. ● Move the body to music or a rhythm, with or without verbal directions. 	<ul style="list-style-type: none"> ● Provide an obstacle course for riding tricycles. ● Plan opportunities for playing games, such as hopscotch and ball (with a variety of sizes and types). ● Model movement activities and different ways to move about the playground (e.g., skip, run, gallop, crawl, and roll). ● Plan a field trip to a building with stairs; take time to demonstrate and then help children walk up and down the stairs while holding the rail. ● Provide music/movement games from a variety of children’s educational music artists.
4. Use various types of equipment.	<ul style="list-style-type: none"> ● Steer and pedal a tricycle. ● Swing independently. ● Climb a play structure. ● Use stationary equipment (e.g., swings, slides, ladders) and portable equipment (e.g., wheeled toys, balls, jump ropes, hula hoops, etc.). ● Move large blocks from one place to another and/or build a structure with large blocks. ● Throw balls into a basket. 	<ul style="list-style-type: none"> ● Provide frequent opportunities and equipment for climbing, jumping, ball play, and use of wheeled toys. ● Encourage use of riding equipment, by providing tricycles, a tricycle path free of other traffic, and establishing basic “traffic rules,” such as everyone rides in the same direction. ● Establish rules for safely using equipment (e.g., be careful when walking by the swings) and other basic “swinging rules” like, “The teacher will give you just a little push. Then you must bend your knees and straighten your knees to push yourself.”

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> Assist children on climbing equipment by standing close by and offering verbal support. Provide large blocks inside and outside for children to use for building.
<p>5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheeled toys, skipping).</p>	<ul style="list-style-type: none"> Shoot a ball at a basketball goal with the net set at an age-appropriate height. Catch balls of different types and sizes. Kick a rolling ball. Play hopscotch. Use balls in different ways by bouncing or hitting them. Ride wheeled toys, such as a skateboard or scooter. Try galloping and skipping during outdoor play. Participate in gross motor games and music/movement experiences. 	<ul style="list-style-type: none"> Provide planned gross motor activities which are challenging, but that do not frustrate children. Provide game opportunities for ball play and hopscotch. Plan relay races for children to run, skip and hop. Provide balls of different types and sizes and space to play catch; throw and catch a ball with a child or small group of children. Provide balls of different types and sizes, and space to kick; kick the ball back and forth with a child or small group of children. Plan activities with parachute play. Provide space, games, and or music/movement experiences that require children to hop, gallop, jump, skip, etc.; move with the children.
FINE MOTOR SKILLS DOMAIN (FM)		
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.		
<p>1. With prompting and support, use fine muscles and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring.</p>	<ul style="list-style-type: none"> Spear food with a fork; scoop food with a spoon. Button or snap clothing. Pour juice at snack time. Scoop and pour sand into a container. Place small objects in bottle. Build a structure with small manipulatives, such as connecting cubes. 	<ul style="list-style-type: none"> Provide daily opportunities to practice self-help fine motor skills. Provide child-sized forks and spoons, as well as foods at mealtime that are appropriate for spearing with a fork and scooping with a spoon; eat with children and model how to correctly use spoons and forks.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> ● Build a simple structure. ● Use tweezers or tongs for picking up small objects. 	<ul style="list-style-type: none"> ● Provide a variety of clothing items in dramatic play that must be zipped, snapped, and buttoned. ● Provide props in dramatic play for eating and pouring. ● Have children take turns pouring juice at snack time for a few other children using small pitchers with lids and small cups. ● Provide a variety of small manipulatives (e.g., Legos, pegs, gears) which connect for building; build alongside the children. ● Provide a variety of recycled food containers for scooping and pouring in the discovery table and outside sandbox.
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.		
<p>2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual keys on a keyboard, use clay to form shapes or objects).</p>	<ul style="list-style-type: none"> ● Form simple shapes with play dough. ● String beads of various sizes. ● Work a simple puzzle. [Take apart and put together a puzzle with 7–15 pieces.] ● Punch individual computer keys. ● Roll snake from clay. ● Snap small building blocks together to create a structure. 	<ul style="list-style-type: none"> ● Provide daily opportunities for children to play with small manipulatives. ● Provide puzzles without knobs. ● Provide string and beads of various sizes; guide the child to push string “in” and pull string “out” as you play alongside the child. ● Verbally guide children’s use of puzzles, by using phrases like “turn the piece to see if it fits” or “look at the shape of the space on the puzzle; now look for the puzzle piece that will fit that space.” ● Provide small building blocks of various shapes and sizes; engage the children in conversation about how they might connect the pieces.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Provide play dough and accessories.
<p>3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks.</p>	<ul style="list-style-type: none"> • Place small pegs into a pegboard. • Tear a paper towel from a roll. • Use a hole punch on paper. • Cut paper using scissors. • Tear, fold, and crease paper. • Use writing tools. • Paint with paintbrushes of various sizes, Q-tips, feathers, etc. 	<ul style="list-style-type: none"> • Provide stencils, child-sized scissors, writing tools, paint brushes, and different kinds of paper. • Assist children with holding utensils properly. • Provide various sized pegs and pegboards. • Provide paper towels in the classroom and restroom for easy clean-up. • Provide various shaped hole punches for the art area.
<p>Participate in fine motor activity for self-expression and/or social interaction.</p>		
<p>4. With prompting and support, use fine motor skills for self-expression.</p>	<ul style="list-style-type: none"> • Create a picture with paint, markers, crayons, glue, etc. • Create a structure with small blocks or manipulatives. • Create an original collage or sculpture made with a variety of visual art materials like commercial craft items, nature items, and recycled items. • Create a structure made with small manipulatives that connect like Playstix, Bristle Builders, magnet blocks, etc. • Dress-up in dramatic play with hats, scarves, purses, and clothes that have buttons, snaps, and zippers. 	<ul style="list-style-type: none"> • Provide a variety of art materials (e.g., pencils, markers, crayons, chalk, paint, glue). Model proper use of materials for self-expression (e.g., pencil grip). Provide a variety of collage and sculpture art materials (e.g., craft beads, sticks, and feathers, etc.; nature items like rocks, leaves, and small sticks, etc.; recycled items like small plastic food containers and container lids; adhesives like white glue, paste, masking tape). • Provide small manipulatives that connect, like Playstix, Bristle Builders, magnet blocks, etc. • Encourage children to use provided items to create unique art or structures.
<p>5. With prompting and support, participate in group activities involving fine motor experiences.</p>	<ul style="list-style-type: none"> • Build a simple structure out of Legos, with a peer or small group. 	<ul style="list-style-type: none"> • Provide small manipulatives and encourage building in a construction or block center • Plan guided activities in small groups, such as finger painting.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> ● Participate in finger-plays and songs using hand movements in small or large groups. ● Create a mural with friends. ● Dress and undress dolls in dramatic play, with another peer. 	<ul style="list-style-type: none"> ● Model finger plays and sing songs with children. ● Provide a variety of art materials. ● Organize a project and space for a group mural. ● Provide baby dolls and clothing to fit the dolls.
Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.		
<p>6. With prompting and support, participate in self-care.</p>	<ul style="list-style-type: none"> ● Zip, button, and snap clothing before and after visiting the toilet. ● Brush teeth with guidance. ● Wash hands with adult supervision. ● Feed self using appropriate utensils. ● Begin to become more independent with eating and drinking, such as opening own milk carton and ketchup packet and peeling own orange. ● Set the table for snacks or meals. ● Put on and take off jacket. 	<ul style="list-style-type: none"> ● Provide items in dramatic play to encourage self-help skills. ● Assist children with teeth brushing and hand washing procedures. ● Provide one-on-one guidance in tying shoes. ● Help each child individually during restroom use, providing verbal guidance, demonstration on child’s clothing, and prompts like “Look for the zipper pull; hold bottom of zipper down with your left hand; pull zipper up with your right hand.” ● Plan a small group time to demonstrate how to put on a jacket. Let children practice. Verbally guide and help children individually when it is time to put on and take off jackets. ● Provide children with napkins at snack/meal times. Model and talk about wiping their mouths. Prompt children to wipe mouths and say, “Shanise, use your napkin to wipe the ketchup off around your mouth” or “Jacob, you have spaghetti sauce around your mouth”.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Provide a small group of children with utensils, a place setting diagram, and direct instruction for setting the table, when it is their turn to set the table.

SELF-CARE, HEALTH, AND SAFETY SKILLS (SC)

Demonstrate an awareness and practice of safety rules.

<p>1. With prompting and support, identify safety rules.</p>	<ul style="list-style-type: none"> • Identify safety rules in the classroom, at home, and in the community. • Sit in chair appropriately. • Tell why we walk and do not run in the classroom. • Discuss and repeat safety rules for playground. • Tell what to do in case of a fire. • Tell what to do in case of bad weather. 	<ul style="list-style-type: none"> • Establish classroom rules with the input of the children. • During small or large group time, write or revise rules with children; repeatedly restate rules as needed. • Establish rules for safe outdoor play, with input from the children. • Explain, demonstrate, and practice “Stop, Drop, and Roll” and how to safely exit the building using the primary and secondary escape routes. • Explain, demonstrate, and practice how to safely go to a protected area and what to do after the children get there.
<p>2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.</p>	<ul style="list-style-type: none"> • Follow safety rules for playground. • Tell teacher of unsafe situations. • Follow safety procedures for fire drills. • Follow indoor classroom safety rules like “walk inside; run outside” and “keep the chair legs on the floor.” • Follow playground safety rules like “All the tricycles drive in the same direction” or “You may scoop, pour, and build with the sand. The sand is not for throwing.” 	<ul style="list-style-type: none"> • Teach a unit on classroom safety. • Model safety practices. • Use positive guidance in correcting unsafe behavior. • Plan fire safety drills. • During small group and large group times, discuss indoor/playground safety rules with children. • Play a game where the teacher demonstrates things “to do” and “not do” and the children talk about what’s safe or unsafe.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Upon hearing the fire alarm, crawl along the wall to the fire escape route exit. • Upon hearing the teacher say we are having some bad weather, walk to the designated protected area in the building and sit down. • Know to call “911” in an emergency. 	<ul style="list-style-type: none"> • Prompt individual children to remember safety rules as needed, and say “Shawn, slow down. What is the rule about walking and running?” or “Blain, I see everyone driving their tricycles in this direction.” • Lead the children in a drill for inclement weather at least once a month. • Explain, demonstrate, and practice calling 911 and giving important information (name, address, an adult’s name, etc.).
<p>3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.</p>	<ul style="list-style-type: none"> • Use hands, feet, and body appropriately (safely) while playing movement games. • Remain aware of own personal space and that of others. • Take turns and follow directions during a game like "Duck, Duck, Goose." • Assist others at cleanup time (i.e., picking up blocks). • Wash hands before and after messy play. • Complete assigned tasks on the “Helper Chart,” with little teacher supervision. • Sit in a chair appropriately. • Tell why we walk and do not run inside. 	<ul style="list-style-type: none"> • Model and encourage safety routines, such as holding hands and looking both ways when crossing the street. • Create a helper chart for routine tasks. • Discuss and demonstrate a concrete way for children to understand personal space—the “personal space bubble.” Clasp your hands in front of your chest to create a “bubble” of space in front of you and then turn side to side with the “bubble” to check the personal space on each side. • Lead the children in games and music/movement experiences that require them to be aware of space and to take turns. (i.e., scarf dancing, <i>Silly Dance Contest</i>).

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> ● Plan a small group time at the beginning of the school term to explain, demonstrate, and have children practice cleaning up each learning center. Practice until all children have had direct guidance in cleanup and storage procedures for each learning center. ● Emphasize the need for items to be put away, not only for classroom organization, but so friends don't trip and fall over objects. ● Model cleanup procedures and verbally encourage cleaning up by saying "Alex, you pick up all of the pots and pans. Braden, you pick up all of the food boxes." Or, "I see, Kerri needs some help picking up the Legos. Wyatt, please help Kerri pick up the Legos." ● Model and discuss the importance of safe behavior.
Demonstrate an emerging (developing) use of standard health practices.		
<p>4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene practices).</p>	<ul style="list-style-type: none"> ● Participate in active outdoor play. ● Rest quietly on rest mat. ● Taste unfamiliar, healthy foods. ● Practice rest, meal, exercise, and personal hygiene routines. ● Cough/sneeze into tissue or crook of arm. ● Use tissue to blow or wipe nose. ● Wash hands before and after messy play and toileting. 	<ul style="list-style-type: none"> ● Plan outdoor activities for physical play. ● Provide a regular naptime routine, playing quiet music and ensuring adequate space between mats. ● Provide, model, and encourage tasting of new foods. ● Plan a small group time at the beginning of a school term, to teach children the correct way to brush their teeth, wash their hands, cough/sneeze into their arm, and blow/wipe their nose. Use a poster with pictures.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Brush teeth with guidance. 	<ul style="list-style-type: none"> • Model and encourage health routines.
<p>5. With prompting and support, participate in a variety of physical activities.</p>	<ul style="list-style-type: none"> • Throw, catch, kick, and roll a ball. • Run, jump, and climb. • Move the body to create geometrical shapes, letters of the alphabet, etc., with and without music. • Move the body to music/movement educational CD's in experiences with and without props (e.g., bean bags, scarves, rhythm sticks). • Play active group games like jump rope, t-ball, and freeze tag. • Move the body in aerobic exercises (e.g., brisk walking, dancing, jumping rope, etc.) and stretching exercises (e.g., touching toes, side stretches, etc.). 	<ul style="list-style-type: none"> • Provide and encourage use of a variety of equipment for physical activities. • Discuss and show examples of shapes and letters of the alphabet; guide the children in using their bodies to create these shapes and letters. • Provide a CD player, music/movement educational CDs, bean bags, scarves, rhythm sticks, etc., and space for children to move; move with the children. • Provide guidance and materials for physically active group games. • Lead the children in aerobic and stretching exercises appropriate for their age and ability level.
<p>6. With prompting and support, identify nutritious foods.</p>	<ul style="list-style-type: none"> • Sort plastic foods into groups of fruits and vegetables. • Participate in preparation and sampling of nutritious food. • Eat healthy choice offerings. • Choose an apple or grape juice, over an unhealthy drink or snack. • Identify the source of some foods (animal or plant). • During snack and mealtime, identify some foods and tell why the food is good for you. 	<ul style="list-style-type: none"> • Provide plastic foods and baskets for sorting activities. Ask children to sort fruits from vegetables; healthy from unhealthy foods. • Provide nutritious foods for snack. • Model and encourage eating healthy foods while discussing what makes a food healthy or unhealthy (e.g., too much salt, sugar, fat, etc.). • Give children the opportunity to make food choices.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Name some foods from each food group—grains, dairy, fruits, vegetables, protein, and oils. • Sort healthy foods from unhealthy foods when given pictures of food and food packaging environmental print (e.g., potato chip bag, candy wrapper, rice box, cereal box). • “Cook” and “serve” healthy foods in the home-living area using plastic foods and empty food containers. Talk about choosing the healthier foods. 	<ul style="list-style-type: none"> • Plan and provide opportunities for children to help prepare or sample healthy foods (e.g., help children cook with foods they are familiar with to create a combination dish like banana pudding or lasagna; and prepare simple unfamiliar foods for children to taste like yellow rice, cottage cheese, yellow pepper, and papaya). • During snack and mealtime, talk about the foods that are served, what main nutrients the foods contain, and how this food/nutrient helps the body grow (e.g., carrots have a lot of vitamin A, which helps our eyes to see). • Teach a unit on the food groups and/or provide food experiences each week: name each group and explain the growing and production process of food by reading books, displaying posters, showing videos, and examining real food; show pictures and name foods in each group. • Provide healthy and unhealthy food examples using pictures and food packaging environmental print (e.g., potato chip bag, candy wrapper, rice box, cereal box); talk about why some foods are fun to eat, but are not healthy; guide the children in sorting the healthy foods from the unhealthy foods.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> • Provide cooking utensils, child-sized play stove/oven, plastic foods, and empty food containers for children to “cook” and “serve” in the home-living area; play with children and engage in a conversation about the food.

PHYSICAL DEVELOPMENT GLOSSARY

Aerobic skills: activities that involves large muscle groups

Eye-hand coordination: when the eyes and hands work together to accomplish tasks (e.g., picking up a button, cutting paper, pushing cars on a block road)

Fine motor experiences: using small muscles to learn through accomplishing tasks (e.g., cutting paper, using a pencil or crayon, placing clothing on a baby doll)

Locomotor skills: the ability to move around

Manipulative skills: the ability to use fine motor skills to accomplish tasks

Open-ended questions: questions that do not have a “yes” or “no” answer (e.g., “What would you like to play with first today?”, “What did you do last night when you arrived home?”)

Portable equipment: equipment that can be moved

Stationary equipment: equipment that is set in place

CREATIVE EXPRESSION STANDARDS FOR FOUR-YEAR-OLD CHILDREN

MUSIC DOMAIN (MU)		
Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Participate in music related activities.		
1. Create sounds and rhythms using voice, body, instruments, or sound producing objects.	<ul style="list-style-type: none"> • Clap hands to respond to music of various beats. • Create a beat using vocal sounds. • Play classroom instruments, creating a variety of sounds. 	<ul style="list-style-type: none"> • Lead the children in clapping to the beat of music they hear. • Have children make noises with their mouths to the beat of music they hear. • Provide instruments for children to play, demonstrating use of each instrument and discussing the differences in the sounds produced by each.
2. Sing a variety of short songs.	<ul style="list-style-type: none"> • Sing various songs with group during circle time. • Sing different songs alone. • Repeat musical nursery rhymes. 	<ul style="list-style-type: none"> • Teach children different types of songs. • Provide opportunities for children to sing and model singing. • Provide daily opportunities for singing nursery rhymes, and model singing of nursery rhymes.
3. Listen actively and respond to short musical works.	<ul style="list-style-type: none"> • Sing along, anticipating the verses of songs with a repeated pattern like, “Old MacDonald... and on the farm he had ... (pause).” • Answer questions demonstrating understanding of content about various songs. • Act out the steps or actions in songs. 	<ul style="list-style-type: none"> • Play songs and sing in groups with repeating patterns, emphasizing the patterns by pausing and having children fill in the blanks. • Ask content-specific questions about the songs (e.g., what animal would you have if you were a farmer?). • Sing songs with steps or actions, and model the steps or actions for children to mimic.
4. With prompting and support, identify fast and slow tempos and simple elements of music.	<ul style="list-style-type: none"> • Move body fast or slow to music. • Move arms up and down to high and low notes. • Use the words “loud” and “soft” to identify the volume of music. 	<ul style="list-style-type: none"> • Play a variety of music and point out fast/slow tempos, high/low notes, and loud/soft volumes by varying the movements.

Performance Standard <i>The child will ...</i>	Examples Toward Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
		<ul style="list-style-type: none"> Lead children in moving arms up with high notes and down with low notes. Alternate between turning the volume up and down, and encourage children to describe music as loud or soft.
5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.	<ul style="list-style-type: none"> Tell if music is familiar or not. Demonstrate a physical response (such as humming or tapping feet) to music from other cultures. Play multicultural instruments, such as a gong, rain stick, or gourd shaker, in the music center. 	<ul style="list-style-type: none"> Play a variety of music from other cultures, and discuss the different musical sounds they hear. Show videos of children in other cultures responding to music. Talk to the children about how music makes them feel, comparing and contrasting resulting feelings from hearing music from different cultures. Provide children with multicultural music and instruments, labeling and demonstrating the use of each instrument.

DANCE AND MOVEMENT DOMAIN (DM)

Demonstrate understanding through the use of movement.

1. Create simple movements.	<ul style="list-style-type: none"> Use body movements to express him/herself while responding to different music. Present dance steps or movement to friends. Pretend to move like an animal during class or on the playground. Turn around, twirl, skip, and shake. 	<ul style="list-style-type: none"> Invite children to move and dance to a variety of music, modeling simple movements. Provide a variety of props to use for dancing and moving, modeling potential use of props. Encourage children to move their bodies in different ways, modeling creative body movements. Show videos of children dancing to different music.
2. Respond rhythmically to different types of music.	<ul style="list-style-type: none"> Create movements that respond to beats in different types of music (e.g., rock, rap, pop, country, classical). 	<ul style="list-style-type: none"> Encourage children to move to the beat of a song, modeling creative movements. Play songs that change in tempo.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> Adapt movement to different rhythms in music (e.g., fast, slow, happy, melancholy, scary, etc.). Move using a variety of props. 	<ul style="list-style-type: none"> Provide a variety of props to use while dancing and moving (e.g. scarves, hats, ribbons, hula hoops, masks).
THEATRE AND DRAMATIC PLAY DOMAIN (DP)		
Engage in dramatic play throughout the day in a variety of centers.		
1. Imitate roles observed in own life experiences.	<ul style="list-style-type: none"> Act like a favorite person or animal. Reenact familiar family roles, such as mother and baby, in dramatic play. Reenact familiar community roles in dramatic play. Use speech and/or sounds to imitate people and animals. 	<ul style="list-style-type: none"> Provide children the opportunities to act out many roles and situations throughout the day (e.g., after book reading). Prompt children with questions, such as, “How do you take care of the baby?” to give them ideas for actions to take on in their play roles. Prompt children to role play scenarios that happen in the community (e.g., doctor, baker, police officer).
2. Use available materials as either realistic or symbolic props.	<ul style="list-style-type: none"> Use props to act like another person, animal, or thing. Use classroom objects to represent a prop, such as using a block as a telephone. Use existing materials (e.g., at the art center) to create a new prop, such as binoculars from toilet paper tubes. 	<ul style="list-style-type: none"> Provide costumes and props, encouraging use during play time. Encourage children to use props in creative ways, modeling potential symbolic uses. Prompt children to think about and discuss necessary props to engage in a play scenario.
3. Make up new roles from experiences and/or familiar stories.	<ul style="list-style-type: none"> Act out a new role by pretending to be an animal, story character, or a familiar person. Take turns playing the role of a character in a class play. 	<ul style="list-style-type: none"> Read familiar books with experiences that can be acted out. Provide new experiences for children by planning community field trips or inviting guests to speak to the class.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> Act out a story using props, such as paper plate puppets. 	<ul style="list-style-type: none"> Plan opportunities for children to act out different characters or roles based on their experiences and/or familiar stories. Read stories and provide props for children to act out the stories.
4. Imitate characteristics of animals and of people.	<ul style="list-style-type: none"> Imitate the sounds animals make. Act like animals from stories and personal experiences. Role-play familiar people. 	<ul style="list-style-type: none"> Discuss sounds of different animals by singing songs like “Old MacDonald.” When reading books, discuss how characters sound and act, and connect it to their characteristics (e.g., the function of the beak of the woodpecker pecking on a tree, the sounds people make when chewing food, or the buzzing of bees). Encourage children to use props and language in acting out roles of familiar people or characters, and have other children guess whom they are imitating.

VISUAL ARTS DOMAIN (VA)

Create and respond to visual art.

1. Produce original art using a wide variety of materials and tools.	<ul style="list-style-type: none"> Draw, color, and paint to produce original art. Use scissors and glue to produce both 2-D and 3-D art. Use non-conventional materials, such as Q-tips, coffee filters, cotton balls, tissue paper, and straws, to create art. Engage in artwork with multiple steps that requires multiple art sessions due to time or the need for drying. 	<ul style="list-style-type: none"> Provide a large selection of art materials and multiple opportunities to use them. Give children choices for creating art (e.g., drawing, painting, collages, sculptures, etc.). Provide time and space for children to explore the materials and processes of making art, offering support and encouragement as needed. Encourage children to work together to create a class artwork project.
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Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
2. Create artwork that reflects an idea, theme, or story.	<ul style="list-style-type: none"> • Tell the story of own art piece. • Give a title to own artwork. • Create artwork based on the topic of the current unit. • Use colors, materials, art techniques, characters, etc. that reflect an idea, theme, or story. 	<ul style="list-style-type: none"> • Encourage children to tell or retell a story or experience with art materials. • Encourage children to tell others about their artwork. • Ask children the title of their artwork. • Display titled artwork.
3. Describe own artwork.	<ul style="list-style-type: none"> • Talk about own artwork to a small group or the class. • Point to each part of the artwork while describing the artwork to others. • Give steps in making own artwork. 	<ul style="list-style-type: none"> • Engage the child in discussions about the artwork, prompting as needed. • Provide materials and time to explore creating original artwork. • Provide opportunities for children to describe artwork to others and to help each other.

CREATIVE EXPRESSION GLOSSARY

Beat: the timing of music

Dramatic play: pretend play using dress-up and props

Respond rhythmically: responding in movement to a beat of music

Rhythm: regular or alternating beats in music or sound

Tempo: how slow or fast the beats in music occur

SOCIAL STUDIES STANDARDS FOR FOUR-YEAR-OLD CHILDREN

FAMILY AND COMMUNITY DOMAIN (FC)		
Performance Standard <i>The child will ...</i>	Examples Toward Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Understand self in relation to the family and the community.		
<p>1. Identify self as a member of a family, the learning community, and local community.</p>	<ul style="list-style-type: none"> • Select paints, crayons, and materials to depict characteristics of self that resemble family members (e.g., child states “I have long hair like my mommy.”). • Create, using any medium, representations of family members. • Verbally reference self in relation to activities done within the family, classroom, and community. (e.g., when asked about the weekend, the child states “I went to the park with Granny.”). • Verbally refer to self as son/daughter, brother/sister, grandson/daughter, student/child, etc. 	<ul style="list-style-type: none"> • Discuss displayed photos of children and their families. • Provide art materials in colors and textures that represent the different physical characteristics of people. • Provide dramatic play props representing family, classrooms, and community roles. • Display pictures in classroom of various family structures. • Provide and read books about various family structures. • Plan field trips to points of interest in the community. • Plan special events where families and/or guest speakers are invited (e.g., Grandparents’ Day, Mother’s Day, or create your own day).
<p>2. With prompting and support, identify similarities and differences in people.</p>	<ul style="list-style-type: none"> • Identify physical characteristics of self and others noticing differences (e.g., while looking in a mirror, the child states “I have curly hair and yours is straight.”). • Verbalize differences orally (e.g., “You have brown eyes just like me.” “You have one brother and I have two brothers.”) 	<ul style="list-style-type: none"> • Provide photographs of friends’ families for exploration. • Provide a variety of literature in the classroom that shows similarities and differences in people. • Provide posters, toys, and manipulatives representing diversity. • Provide a variety of props, such as dolls to use to discuss similarities and differences in people. • Chart children’s eye/hair color and display in classroom.

Performance Standard <i>The child will ...</i>	Examples Toward Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Describe contents of picture books that are used to describe characteristics of different people (e.g., child asks, “Why is he in a wheelchair?” while looking at a picture). • Engage in respectful conversation about similarities and differences in people (e.g., point out eye and hair color of friends as compared to own). • In artwork, depict similarities and differences among people (e.g., uses brown and yellow for brunettes and blondes, respectively). • Create a collage representing differing ethnicity, culture, age, abilities, and gender. • Compare and contrast two characters from a popular story. 	<ul style="list-style-type: none"> • Display in classroom pictures and props of people with a variety of disabilities.
<p>3. With prompting and support, describe some family traditions.</p>	<ul style="list-style-type: none"> • Verbally identify some family traditions, such as what happens when a birthday is celebrated. • Depict family traditions through drawings, block play, and/or dramatic play. 	<ul style="list-style-type: none"> • Read stories about traditions that occur in families, (e.g. birthday celebrations). • Provide a variety of literature and props that reflect diverse family traditions. • Encourage families to share traditions and provide periodic show and tell times. • Record family traditions as shared by the children.
<p>4. Identify some similarities and differences in family structure, culture, ability, language, age, and gender.</p>	<ul style="list-style-type: none"> • See next page. 	<ul style="list-style-type: none"> • Provide art materials needed for children to draw family pictures.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Draw picture of and describe his/her family and compare it to that of a classmate, noting they have a baby in their family. • Identify oldest/youngest in pictures. • Identify self and others as boy or girl. • Say simple words in another language, such as “hola”, when seeing mommy to demonstrate that ways of greeting are different from home and school. • Identify familiar foods from another culture, and say “My grandma makes that for me when I go to her house.” 	<ul style="list-style-type: none"> • Provide books and/or pictures that depict a variety of ages and genders. • Provide books that depict people in non-traditional gender occupations/roles. • Provide books that show people with and without disabilities. • Sing songs in another language. • Include cultural foods on the daily meal plan. • Assemble pictures of families drawn by the children into a class book.
Understand the concept of individual rights and responsibilities.		
5. With prompting and support, demonstrate responsible behavior related to daily routines.	<ul style="list-style-type: none"> • Help in daily chores for the classroom. • Clean play areas and place materials in appropriate storage locations when finished. • Follow classroom rules. • Follow routines such as hand washing after toileting. 	<ul style="list-style-type: none"> • Discuss classroom responsibilities and assign each child a job. • Model how to clean-up after classroom activities. • Post and review classroom rules daily. • Post word/picture charts at appropriate places in classroom to remind children of routines (e.g., steps to hand washing).
6. With prompting and support, explain some rules in the home and in the classroom.	<ul style="list-style-type: none"> • See below. 	<ul style="list-style-type: none"> • See below.
a. Identify some rules for different settings.	<ul style="list-style-type: none"> • Recognize and talk about reasons for at least one classroom rule. 	<ul style="list-style-type: none"> • Lead a small group in developing classroom rules (best done on the first day of school).

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Verbalize some home rules (e.g., what time is bedtime) as well as rules at other places (church, grandparents', etc.). • Demonstrate the voice levels to be used inside and outside. 	<ul style="list-style-type: none"> • Display developed rules in classroom and review them daily. • Make a chart of rules children follow at home. • Provide picture books that show home routines (bedtime, bath, teeth brushing). • Read books or tell stories in a variety of voice volumes emphasizing which ones are appropriate inside voices and which ones are appropriate outside voices.
<p>b. Identify appropriate choices to promote positive interactions.</p>	<ul style="list-style-type: none"> • Choose another appropriate activity when the desired one is unavailable (e.g., play in the block area until there is an opening in the dramatic play area). • Begin to show an ability to control intense feelings (anger, frustration), by asking for a toy instead of taking it away from another child. • After breaking a rule, identify a more appropriate choice (e.g., remember to walk instead of run while indoors to avoid bumping into things). • Express to another child that he/she would like a turn when the other is finished. 	<ul style="list-style-type: none"> • Set up the classroom to allow children to choose among various learning centers. • Label areas of the room with the number of children permitted at one time; use a system for children who are waiting a turn (e.g., name tag, necklace). • Provide a variety of opportunities where children are helped and encouraged to verbalize their thoughts and model appropriate language. • Guide children in solving their own problems, when possible, by offering available suggestions or options.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	<ul style="list-style-type: none"> • Share information about relatives who are community helpers (e.g., “My uncle is a firefighter. He helps people get out of burning houses.”). • Pretend to be a community worker during dramatic play. • Recognize and greet the director or principal when he/she visits the classroom. 	<ul style="list-style-type: none"> • Present and discuss the roles of community members through literature, guest speakers, field trips, job tools and props. • Provide dramatic play props and clothes that represent community helpers. • Model job responsibilities for children, based on their role, while they are engaged in dramatic play.
8. With prompting and support, identify some positive character traits of self and others (e.g., fair, respectful, responsible, and friendly).	<ul style="list-style-type: none"> • Identify fairness, friendship, respect, responsibility, authority, and diversity when presented with a scenario from a book or real-life situation and asked to describe what’s happening. • Compliment or voice approval when another classmate uses a positive character trait. 	<ul style="list-style-type: none"> • Model shared usage of ample classroom materials. • Provide books that discuss positive character traits. • Choose one positive character trait to discuss/learn about each month. • Compliment and encourage children who demonstrate positive character traits, such as kindness (e.g., offering a toy to a classmate who is sad).
9. With prompting and support, describe a simple sequence of familiar events.	<ul style="list-style-type: none"> • Describe “what comes next” in the daily schedule. • During dramatic play, explain to a classmate how to complete an activity that follows steps (e.g. dressing a baby or wrapping a present). • Talk about what happens when he/she goes home at the end of the school day. 	<ul style="list-style-type: none"> • Display and consistently follow the daily schedule. • Routinely verbalize, or provide visual cues, to simple steps in activities throughout the day. • Talk frequently about what happens next in the daily routine at the beginning of the year, referring children to a pictorial schedule; later, refer to a chronological schedule (e.g., 8:00 Arrival, 8:30 Free Play) • Record familiar sequences of daily events as children dictate.

OUR WORLD DOMAIN (OW)

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
Understand the importance of people, resources, and the environment.		
1. Treat classroom materials and the belongings of others with care.	<ul style="list-style-type: none"> ● Use classroom materials appropriately. ● Return materials to proper storage areas most of the time. ● Help others with clean up-tasks. 	<ul style="list-style-type: none"> ● Model how to use materials appropriately and to care for the classroom by keeping it clean and tidy. ● Model the proper storage of classroom materials. ● Label shelving/storage areas with pictures and words so that children know where to return belongings. ● Compliment children who treat classroom items with care. ● Create safe places where children can put their work until they are finished.
2. With prompting and support, identify location and some physical features familiar places in the environment.	<ul style="list-style-type: none"> ● Use some directional language to identify areas of the classroom (e.g., next to, on top of, below, etc.). ● Build a familiar street with blocks, naming some of the buildings. ● Draw a simple map of the classroom with teacher guidance. ● Use icons or symbols, or labels posted in the classroom to locate where items belong. 	<ul style="list-style-type: none"> ● Use directional language throughout the day. ● Provide experiences outside the classroom to note geographic features and landmarks, and then model drawing a map of the area just explored. ● Clearly identify areas of the classroom using symbols, icons, and words. ● Place maps or aerial photos on centers for children’s use during play.
3. With prompting and support, use money in pretend play to demonstrate an understanding of the role money plays in the environment.	<ul style="list-style-type: none"> ● In dramatic play, “purchase” items with play money. ● Retell a story about money or buying and selling using flannel board pieces. ● Play store or restaurant, and say “I want to buy a pizza.” 	<ul style="list-style-type: none"> ● Arrange dramatic play area as a grocery store and as a restaurant with appropriate monetary props. ● Read books that focus on money, like <i>Caps for Sale</i>. ● Assist children with writing price tags for their items for sale during play.

Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
4. Use a variety of technology tools, either real or pretend, that affect daily life interactions and activities.	<ul style="list-style-type: none"> • Operate cassette player or CD/MP3 player at the listening center. • Use a telephone, cash register, and computer during play. • Begin to appropriately use a mouse to operate the computer. • Use a tablet (e.g., iPad) to take pictures of friends. • Participate in use of interactive white board during circle time. 	<ul style="list-style-type: none"> • Model use of technology during play activities. • Make available a variety of technology props in various areas of the classroom. • In small groups, provide appropriate time for computer learning (model information searches); use developmentally appropriate software. • Design daily circle time to include the use of various types of technology.
5. Demonstrate an understanding of the role that people play in caring for the environment.	<ul style="list-style-type: none"> • Engage in activities to keep the classroom/community clean, such as throwing garbage in the trash can. • Use environmental language (recycle, clean-up, reuse). • Engage in classroom/school recycling program (e.g., place paper scraps in the blue recycling bin). 	<ul style="list-style-type: none"> • Set up recycling bins for the classroom. • Read books about caring for the environment. • Organize a family “Green Up/Clean Up” day; invite community leaders to help. • Adopt some plants for your classroom. • Discuss the importance of taking care of plants and animals. • Demonstrate turning water off while brushing teeth.

HISTORY AND EVENTS DOMAIN (HE)

Understand events that happened in the past.

1. With prompting and support, describe a simple series of familiar events.	<ul style="list-style-type: none"> • Tell what may occur in a simple event, such as playtime, including what center he/she will go to and what he/she will do there. • Talk about what happened over the weekend. • Tell a new classmate that first we wash our hands, then we sit at the table for snacks. 	<ul style="list-style-type: none"> • Use time-related vocabulary throughout the school day, such as “today,” “this morning,” “next,” “yesterday,” “last week,” etc. • Provide books that focus on past, present, and future events. • Provide newspapers on current events.
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Performance Standard <i>The child will ...</i>	Examples Of Mastery <i>The child will/may ...</i>	Teaching Strategies <i>The teacher will/may ...</i>
	<ul style="list-style-type: none"> • Explore reading materials on past, present, and future events. 	<ul style="list-style-type: none"> • Link information on the classroom weekly/monthly note or newsletter to past, present, and future events. • Listen to children as they describe their personal stories, such as a family vacation or birthday party. • Record familiar events in a chart story.
<p>2. Recognize events that happened in the past.</p>	<ul style="list-style-type: none"> • Place sequence cards in correct order using vocabulary terms related to the past (yesterday, last night). • Recall what was talked about or done in class yesterday. • Tell about his/her favorite part of a recent field trip. 	<ul style="list-style-type: none"> • Provide activities that allow children to discuss and explore changes over time through comparing (pictures, stories, and real materials). • Review previous day's activities at beginning of each day. • Use the calendar to discuss what happened previously in the month. • Refer to previous chart stories to assist children as they remember past events.

SOCIAL STUDIES GLOSSARY

Family structure: the family make-up, including the members in the family (step-parents, etc.)

Learning community: the children and adults in a classroom