

WYOMING EARLY LEARNING FOUNDATIONS

For Children Ages 3-5

Brought to you by: Wyoming Early Childhood State Advisory Council




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Wyoming Early Learning Foundations for Children Ages 3-5

INTRODUCTION

The intent of the Wyoming Early Learning Foundations committee is to support the efforts of families, child care providers, and programs to work together to secure access and availability of experiences that will ensure that each child in Wyoming can succeed in school and life.

This includes supporting families not only as teachers, but as engaged partners in making decisions for the well-being of their children. 1) The family environment is the child's first classroom, and parents and family members are the first teachers. The preschool teacher's responsibility is to continue fostering that family engagement and to carry on the learning process at school. 2) In this collaborative effort, we also recognize that no child is "standard" and that our Guiding Principles celebrate the diversity of practitioners in individuals and in our communities.

In 2000, Wyoming was one of the first states to develop school readiness standards for preschool through the Wyoming Department of Education. The Wyoming Early Childhood Readiness Standards were developed by a group of practitioners representing the diversity of groups and practitioners serving preschoolers, including child care providers, Head Start, Child Development Services, and school districts. While this first attempt identified the expectations for children at the time, research on the impact of the standards movement was narrow. In addition, our knowledge of how children learn and what might support a continuum of learning from preschool through 2nd grade was limited. The expectation was, and still remains, that as we better understand preschool learning through research, Wyoming early childhood professionals will remain committed to supporting the children of Wyoming as they achieve not only developmental milestones, but also new skills and abilities for kindergarten and life.

With Wyoming's adoption of the Common Core Standards for Kindergarten, it has become important to identify and align the content of this current iteration of Wyoming Early Learning Foundations for Children Ages 3-5 with the Common Core Standards. These Foundations can be used to support Wyoming's young learners so they not only learn reading, writing, and mathematics, but also become critical thinkers and problem solvers in academic and social situations.

In order to be successful in this effort, the Wyoming Early Learning Foundations are based on the newly revised Head Start Child Development and Early Learning Framework. The Head Start Framework is evidence-based and has been correlated to the Common Core Standards for Kindergarten (<http://www.sourceforlearning.org/news.cfm?newsid=68>). The Head Start Framework and the revised Wyoming Early Learning Foundations address the same 10 Domains of Development.

THE 10 DOMAINS OF DEVELOPMENT ARE:

- 1 Approaches to Learning
- 2 Creative Arts Expression
- 3 Language Development
(Common Core Speaking and Listening)
- 4 Literacy Knowledge and Skills
(Common Core English Language Arts)
- 5 Logic and Reasoning
- 6 Mathematics Knowledge and Skills
(Common Core Mathematics)
- 7 Physical Development and Health
- 8 Science Knowledge and Skills
- 9 Social and Emotional Development
- 10 Social Studies Knowledge and Skills

Each domain includes similar sub-domains or Key Ideas as they are referred to in this document. The Early Learning Foundations for each Key Idea also parallel the Head Start Framework. By using the Head Start Framework as a basis for the development of Wyoming's Early Learning Foundations, Wyoming is aligning state school readiness efforts with national efforts in preparing children for success in school and life. In 2013, the Wyoming Early Childhood State Advisory Council adopted a Ready Child Equation that encompasses multiple domains of early development, and focuses on critical elements that, together, support the holistic well-being and success of children. The equation reads: Ready Families + Ready Health + Ready Early Care and Education + Ready Schools + Ready Communities = Ready Children (See Appendix D). The Wyoming Early Learning Foundations for Children Ages 3-5 are designed to support each component of the school readiness equation.

Guiding Principles:

UNDERSTANDING YOUNG CHILDREN

Broad principles about how children grow, develop, and learn have guided the development of these Foundations. Keeping these principles in mind will help you see each child as a whole person who is part of a family, a community, and a culture.

FAMILY MEMBERS ARE A CHILD'S FIRST TEACHERS

During the first years of life, almost everything a child learns depends on experiences provided by the family. When people talk about family members teaching young children, many think of times when adults sit down with their children and show or tell them how to do something. While that type of teaching does occur, much of the learning children experience happens in the course of everyday family interactions and experiences. The ways family members touch, look at, and talk with children from earliest infancy affect children's physical, cognitive, social, and emotional development.

MANY FACTORS INFLUENCE A CHILD'S DEVELOPMENT

Children's growth and learning are greatly impacted by their physical environment, relationships with family members and others, and the community and culture in which they live. These factors are different for all children and will shape their view of the world and how they develop.

EACH CHILD IS UNIQUE

How a child develops results from a combination of factors, such as the characteristics they are born with, the culture they live in, and their experiences within their family and in other early childhood settings. Even though the Wyoming Early Learning Foundations describe "guidelines" for what children should be learning during their early years, the way each child's development unfolds will vary greatly.

DEVELOPMENT OCCURS IN PREDICTABLE PATTERNS

Even though each child is unique, development typically unfolds in progressive and predictable steps or stages. What varies tremendously from one child to another is when and how children achieve various developmental milestones. These differences are associated with individual temperament, learning characteristics, gender, race, ethnicity, socio-economic status, family culture, and genetic make-up. Children with disabilities may exhibit even greater variation in the achievement of developmental milestones. These Foundations are based on research of how children develop, with the understanding that these are broad descriptions and that children will vary in development.

YOUNG CHILDREN ARE ACTIVE LEARNERS

Children need hands-on learning experiences to develop the skills and knowledge described in the Wyoming Early Learning Foundations. They learn by doing, and they need time to practice what they are learning, to ask questions, to investigate, and to use what they are learning in their everyday activities.

ALL LEARNING IS INTEGRATED

Although the Foundations are divided into domains, this is to identify the categories that researchers have classified as critical to learning. We often learn these skills by associating and using the key ideas and domains in relationship to each other. A child will learn language and literacy during dramatic play while acting out a "restaurant" using menus and writing words, such as "waiter." A child at the block area will often use or be encouraged to use construction terms while they are exploring geometric shapes and structure. An adult can add complexity, or scaffold learning by introducing new words such as "symmetry" or "angle," or by adding materials such as a triangle and cars so that a child can explore inclined planes and vehicle speed.

INDIVIDUALIZATION

YOUNG CHILDREN WITH SPECIAL NEEDS

Early childhood settings should be inclusive ones where children with disabilities and developmental delays are enjoying learning experiences alongside their typically developing peers. Adults may need to adapt or modify the environment, adult-child interactions, and/or materials and equipment to help children with disabilities fully participate. Wyoming's Early Learning Foundations are appropriate for use with all children, including children with disabilities and developmental delays.

DUAL LANGUAGE LEARNERS

Being bilingual is considered an asset in education and in many occupations. In particular, children who know two languages are better at focusing their attention and developing their memory. Supporting home language while children are learning English not only supports their progress in concept development but also helps them to learn English. For more information about how to support young dual language learners, see Appendix C.

THE DIFFERENCE BETWEEN THREE-YEAR-OLD CHILDREN AND FIVE-YEAR-OLD CHILDREN

The Wyoming Early Learning Foundations describe skills and knowledge that are important for young children to learn. While three-year-old children may be just beginning to learn the skills and knowledge described in the Early Learning Foundations, older children will be more advanced and may be mastering the skills and knowledge described in the Early Learning Foundations. The document is useful for children within this age range because it defines age-appropriate development and learning.





Using the Wyoming 3-5 Preschool EARLY LEARNING FOUNDATIONS

It is important for everyone using the Wyoming Early Learning Foundations to use this publication appropriately.

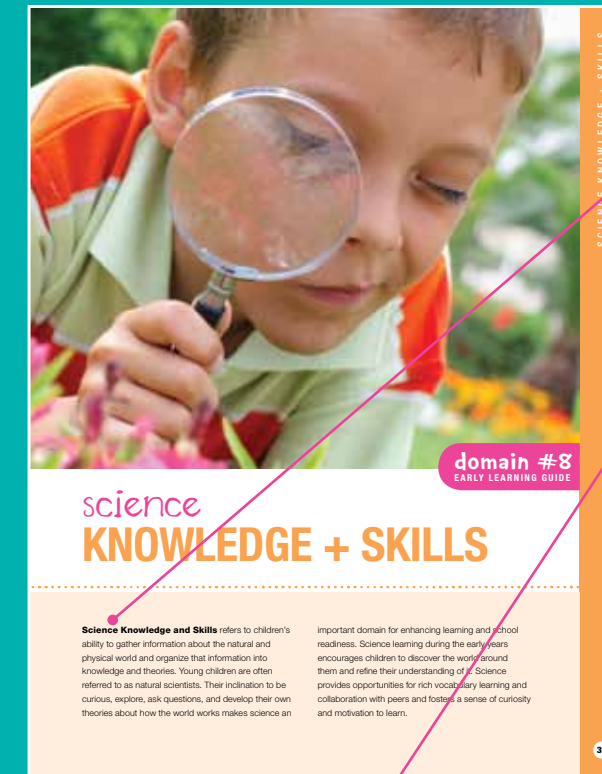
THE WYOMING 3-5 EARLY LEARNING FOUNDATIONS ARE USED TO:

- Provide a guide for observing young children’s development and learning.
- Promote shared responsibility for young children’s care and education.
- Inform teachers and administrators about critical foundations for school readiness.
- Provide a common framework for community-based work on school readiness foundations and transitions from early childhood settings to kindergarten.

THE WYOMING 3-5 PRESCHOOL STANDARDS ARE NOT USED:

- To discredit the values, beliefs, or culture of any family.
- As a specific curriculum or assessment to mandate specific teaching practices and materials.
- To formally assess the proficiency or lack of proficiency of children.
- To prohibit children from transitioning into kindergarten.

HOW TO READ THE FOUNDATIONS



- 1 INTRODUCTION**
Each of the 10 domains begins with an introduction.
- 2 KEY IDEAS**
A table follows with Key Ideas including critical areas within each Domain. The Early Learning Foundations (presented under “What to Look For” in this document) describe knowledge and skills for each Key Idea.
- 3 DIGGING DEEPER**
And finally, Digging Deeper sections elaborate on Key Ideas presented within Domains and the Looking Ahead boxes describe knowledge and skills that children will be learning in kindergarten.



notes



domain #1
EARLY LEARNING GUIDE

approaches to LEARNING

Approaches to Learning refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in all other domains. Three- to five-year-old children begin to use different strategies to explore things they are curious about for longer periods of time. Children's ability to stay focused, interested,

and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge and learn new skills. This is an important time for children to exercise their creativity and demonstrate flexibility for setting and achieving goals. Many early learning experts view Approaches to Learning as one of the most important domains of early childhood development.

key IDEAS



INITIATIVE AND CURIOSITY

An interest in varied activities, a desire to learn, creativeness, and independence in learning.

What to Look For:

- Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.
- Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.
- Asks questions and seeks new information.
- Explores things in the environment and tries to figure out how they work (e.g., how they can be combined, new uses, etc.).



PERSISTENCE AND ATTENTION

The ability to begin and finish activities with attention and persistence.

What to Look For:

- When adults provide resources and activities that children are interested in and allow them to continue to stay involved in meaningful activities that they choose, children will stay interested and engaged for extended periods of time.
- Sets goals, develops and follows through on plans.
- Resists distractions, maintains attention, and continues the task at hand through frustrations and distractions.



COOPERATION

An interest and engagement in group experiences.

What to Look For:

- Plans, initiates, and completes learning activities with peers.
- Joins in cooperative play with others and invites others to play.
- Models or teaches peers.
- Helps, shares, and cooperates in a group.

DIGGING DEEPER

Representation in Play

Children engage in representation activities by interacting with materials in their environment with all of their senses. Creating representations using a variety of media, interacting and problem solving in dramatic play, and interpreting the representations of others provides the space for children to reflect and interpret their experiences, to evoke memories, to create a sense of history, and to communicate ideas, feelings,

emotions, and knowledge to others. Children's intellectual development occurs through symbolic representation and creativity; therefore, children should be encouraged to explore their environment and express themselves through all of their natural "languages," or modes of expression, including words, movement, drawing, painting, building, sculpture, dramatic play, collage, and music.



KINDERGARTEN: LOOKING AHEAD.....

Ways that children respond to new situations and new learning opportunities contribute to success in kindergarten in important ways. Kindergarten teachers who develop supportive relationships with children and provide an engaging curriculum can help children develop the ability to engage and persist in challenging tasks, follow directions, take risks, make mistakes, and work

together in groups (Head Start Early Childhood Learning and Knowledge Center, 2012). For example, a shy or withdrawn child may take time to show initiative and curiosity in the classroom, but if a teacher supports shy children in the classroom (rather than mistake shyness for low intelligence or a behavioral problem), those children can be successful learners.



creative arts EXPRESSION

Creative Arts Expression refers to participation in a range of activities that allow for creative and imaginative expression, such as art, music, creative movement, and drama or dramatic play. The creative arts engage children's minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using various modes of thought and self-expression. Scribbling allows children to enjoy the physical sensation of moving a tool across a page and making connections between their actions and the creation of an image. Playing and creating forms with clay or play dough allows children to observe how materials can be transformed. Children learn to keep a beat to music and to express their feelings through movement and dance. Through dramatic play, children take on various roles, such as acting as a parent by rocking baby dolls or feeding stuffed animals or taking on roles of animals or various occupations, such as doctors, store keepers, or cowboys. During dramatic play, children act out what they cannot be in real life and their play involves making decisions and choices which

results in learning problem-solving skills. Researchers have identified participation in the arts, particularly dramatic play, as critical to the development of children's representational thought and the ability to demonstrate their conceptual and symbolic knowledge (Center on the Developing Child at Harvard University, 2011).

Three- to five-year-old children are able to use the creative arts in more abstract ways. They begin to create their own music and art and engage in more sophisticated socio-dramatic play as well as formal theatrical activities. Integrating the creative arts within other domains of learning extends and enhances children's learning experiences. For example, allowing children to draw objects that they observe during science exploratory activities, such as drawing a leaf from a real-life model, increases children's observational skills. Singing or dancing to the alphabet song supports memorization of the alphabet. Allowing children to reenact or retell stories develops expressive language skills as well as skills in literacy, creative expression, sequencing, and cognitive representation.

key IDEAS



MUSIC

The use of the voice and instruments to create sounds.

What to Look For:

- Participates in music activities, such as listening, singing, or performing.
- Experiments with musical instruments.



CREATIVE MOVEMENT AND DANCE

The use of the body to move to music and express oneself.

What to Look For:

- Expresses what is felt and heard in various musical tempos and styles.
- Moves to different patterns of beat and rhythm in music.
- Uses creative movement to express concepts, ideas, or feelings.



VISUAL ARTS

The use of a range of media and materials to create drawings, pictures, or other objects.

What to Look For:

- Uses different materials and techniques to make art creations.
- Creates artistic work that reflects thoughts, feelings, experiences, or knowledge.
- Discusses one's artistic creations and those of others.



DRAMA

The portrayal of events, characters, or stories through acting or puppets, using props and language.

What to Look For:

- Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.
- Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.

DIGGING DEEPER

Valuing Children's Art

Art promotes healthy early development through focused attention, relaxation, and expression of ideas and feelings. Because the arts involve all of the senses, neurological research is looking at the correlation between the arts and how the brain develops.

Researchers at major institutions, such as Harvard and Edutopia's What Works in Education, have linked the arts to building a foundation for learning and memory (<http://www.edutopia.org/arts-integration-resources>; Center on the Developing Child at Harvard University, 2011).

We can encourage children's initiative, creativity, and persistence through art by letting go of our own expectations for children's art, allowing children to use their imaginations and to decide how art materials will be used, showing a clear preference for original work, providing a space to create and be "messy," encouraging children to create more art by talking with them about their work, and displaying their art in frames on the wall or in a special place. Children get a sense of how much their work is valued by how we talk about it. (For more information on how to work with children in creating art, refer to: Linda Carson: <http://www.bigblackpig.com/howtotalk.html>.)

KINDERGARTEN: LOOKING AHEAD

Creative Arts will still have importance as children move into kindergarten. Teachers use many strategies to support the ongoing development of children in the arts. Children will continue to need opportunities to conceptualize academic and abstract ideas in their dramatic play and to work collaboratively and creatively with peers. Whether opportunities are provided at school or at home, the ability to explore, transform, and create something uniquely their own allows children to see themselves as competent and capable.



notes



domain #3
EARLY LEARNING GUIDE

language DEVELOPMENT

Early Learning Language Foundations corresponding with Common Core State Standards Speaking and Listening (CCSS.SL.K)

Language Development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks of the first five years of a child's life, and is the key to learning across all domains. Children need opportunities to grow their language abilities, learn new

vocabulary, and better communicate their thoughts and ideas. Dual language learners and those who use alternative forms of communication (e.g., sign language or communication devices) need to have the opportunity to develop their language in the same way as typical language learners. Language skills in early childhood are predictive of later success in learning to read and write.

key IDEAS



RECEPTIVE LANGUAGE

The ability to understand or comprehend language.

What to Look For:

- Responds to language during conversations, songs, stories, or other learning experiences.
- Follows one- and two-step directions.
- Comprehends increasingly complex and varied vocabulary.
- Comprehends different forms of language, such as questions or exclamations.



EXPRESSIVE LANGUAGE

The ability to use one or more languages to communicate.

What to Look For:

- Engages in communication and conversation with peers and adults.
- Uses increasingly complex and varied vocabulary to express ideas and needs.
- Uses different forms of language such as questions, comments, or explanations.
- Asks and answers questions in order to seek help, get information, or clarify something that is not understood.
- With guidance and support, uses the conventions of Standard English grammar when speaking.
- Engages in storytelling by asking and answering questions about key details and requesting clarification.
- Identifies and applies meanings for familiar words.
- Identifies real-life connections between words and their use.

* See Appendix C

DIGGING DEEPER

Vocabulary

It is important for children to develop knowledge of words' meanings from a young age because vocabulary development has an impact on reading comprehension and academic success. Adults facilitate children's vocabulary learning when they read to, talk with, pose thoughtful questions to, and engage children in conversation every day. Mature pretend-play and participation in interactive read-alouds provide children with opportunities to use and extend their vocabulary. Mature play is critical for developing the oral language skills children need to learn how to read. When children play out specific roles in pretend contexts, they adapt their speech style and emulate the scripts common to those settings. Different contexts such as the doctor's office, a restaurant, or taking care of a baby at home require different language, and children learn to adjust their language to the demands of the situation.

The complexity of language children are exposed to has a significant impact on children's vocabulary development. Reading informational books or reading the same books repeatedly enhances vocabulary acquisition. Because informational books contain many sophisticated technical words and explain them explicitly, reading this kind of book helps children learn higher-level vocabulary. Hearing informational books read aloud acquaints children with language of a specific kind. This familiarity helps all children comprehend content area books they read later in school (e.g., science and social science textbooks). Stronger vocabulary development before children start kindergarten improves children's chances of eliminating vocabulary as a source of reading difficulty (Council of Chief State School Officers 2012; Kelley et al. 2010).

KINDERGARTEN: LOOKING AHEAD

Kindergarten will offer opportunities for children to increase their speaking and listening skills through participating in collaborative conversations with peers and adults. They will understand and use question words (who, what, where, when, how, why) to acquire new knowledge and express their thoughts clearly using complete sentences. They begin to identify new meanings for familiar words (knowing a duck is a bird and learning the meaning of the action "to duck"). As language and cognitive development progress, children in kindergarten will be able to describe familiar people, things, and events in greater detail with adult prompting and support.



notes



domain #4
EARLY LEARNING GUIDE

literacy KNOWLEDGE + SKILLS

Early Learning Foundations corresponding to Common Core State Standards English Language Arts (CCSS.ELA.K)

Literacy Knowledge and Skills lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, letter-sound relationships, and writing. Early literacy is the foundation for reading and writing in all academic endeavors in school. It is considered one of the most important areas for young children's development and learning. Children learn about the structure of their native language or a second language by hearing stories and telling their own stories to others.

As they develop, early literacy learning provides children with opportunities to explore the world through books, storytelling, and other reading and writing activities. Children learn that literacy skills are mechanisms for communicating and learning about topics they enjoy, and for acquiring content knowledge and concepts that support progress in other domains. It is critical for supporting a range of positive outcomes, including success in school and other environments.

key IDEAS



BOOK APPRECIATION AND KNOWLEDGE

The interest in books and their features, and the ability to understand and get meaning from stories and information from books and other texts.

What to Look For:

- Shows an interest in shared reading experiences and looking at books independently.
- Recognizes how books are read (front to back and one page at a time) and recognizes basic features of books such as title, author, and illustrator.
- Asks and answers questions and makes comments about printed materials.
- Shows interest in different kinds of literature—fiction, non-fiction, informational text, poetry—on a range of topics.
- Retells stories or information from books through conversation, artistic works, creative movement, or drama.
- Relates content to real-life experience.
- Makes connections between illustrations and text.



PRINT CONCEPTS AND CONVENTIONS

The concepts about print and early decoding (identifying letter-sound relationships).

What to Look For:

- Recognizes print in everyday life, such as numbers, letters, the child's name, words, and familiar logos and signs.
- Points to writing and asks what it says.
- Pretends to read following English print conventions of reading left to right and top to bottom of the page.
- Can point to a word on a page in a book.
- Recognizes the association between spoken or signed and written words and will ask an adult to write specific words.



PHONOLOGICAL AWARENESS

An awareness that language can be broken into words, syllables, and smaller pieces of sound.

What to Look For:

- Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.



ALPHABETICAL SKILLS

The names and sounds associated with letters.

What to Look For:

- Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognizes that letters have distinct sound(s) associated with them.
- Attends to the beginning letters and sounds in familiar words.
- Identifies letters and associates correct sounds with letters.
- Identifies name and familiar words (environmental print).



EARLY WRITING

The familiarity with writing tools, conventions, and emerging skills to communicate through written representations, symbols, and letters.

What to Look For:

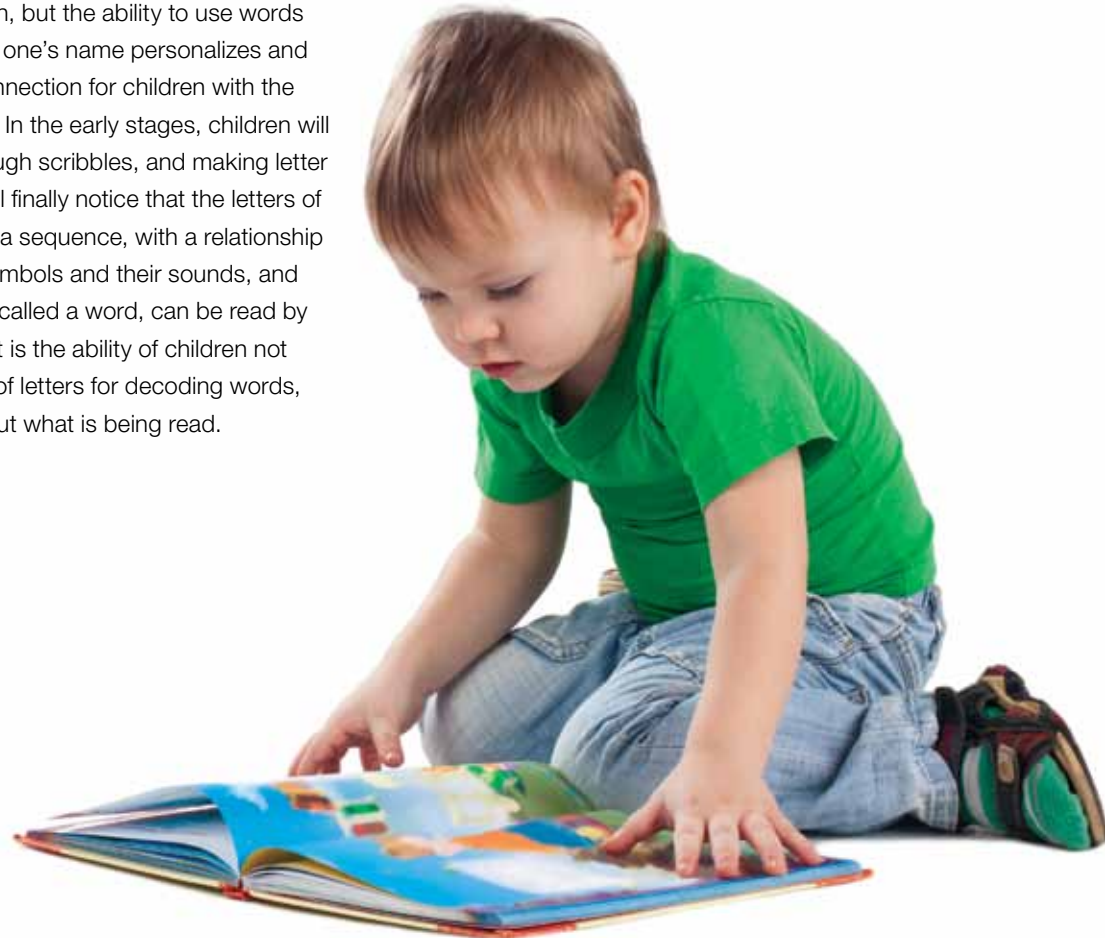
- Experiments with writing tools and materials.
- Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, hearing stories, or giving an opinion.
- Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
- Copies, traces, or independently writes letters or words.
- With guidance and support, uses a combination of drawing, dictating, or writing to express an opinion or tell a simple story.
- With guidance and support, participates in shared research and writing projects.

DIGGING DEEPER

Early Literacy

Children’s language development and their early literacy skills are interrelated. As children learn language skills, they are learning skills that will help them develop early literacy skills. The process of learning to read begins at birth with a child’s first communicative attempts. Because children learn at a rapid pace and build on previous knowledge, adults can support the development of early literacy by responding to children’s communications, playing with sounds and rhymes, and naming objects and actions. It is particularly important for children to hear new words and their synonyms in the context of their activities as well as reading and writing. Most preschool children can begin to read the words in their environment, such as “STOP” and familiar logos.

Early literacy includes both reading and writing and these two aspects of literacy development are highly related. Writing is not just the mechanical skill of practicing letter formation, but the ability to use words to communicate. Writing one’s name personalizes and creates a meaningful connection for children with the basic concept of “word.” In the early stages, children will imitate adult writing through scribbles, and making letter approximations. They will finally notice that the letters of their name are placed in a sequence, with a relationship between the alphabet symbols and their sounds, and this sequence of letters, called a word, can be read by others. Equally important is the ability of children not only to hear the sounds of letters for decoding words, but to think critically about what is being read.



KINDERGARTEN: LOOKING AHEAD

Curriculum in kindergarten has become more focused on learning to read. Children will be exposed to a wide variety of literature and informational text. They will continue to build on their knowledge of decoding or breaking down a word into its phonemes and becoming more fluent in their ability to read. Becoming a competent reader also requires an understanding of the language or vocabulary in the books they are reading. Becoming a literate person allows children to enjoy the pleasure of reading books to gain new understanding, and to also become successful readers and lifelong learners.



domain #5
EARLY LEARNING GUIDE

logic + REASONING

Logic and Reasoning refers to the ability to think through problems and apply strategies for solving them. Logic and reasoning skills are an essential part of child development and early learning and a foundation for competence and success in school and other environments. Children become better at coming up with multiple solutions to problems or questions and

understanding how things in the world around them work. They use their logic and reasoning to apply past knowledge to build new knowledge. Children’s ability to think, reason, and use information allows them to acquire knowledge, understand the world around them, and make appropriate decisions.

key IDEAS



REASONING AND PROBLEM SOLVING

The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

What to Look For:

- Seeks multiple solutions to a question, task, or problem.
- Recognizes cause-and-effect relationships.
- Classifies, compares, and contrasts objects, events, and experiences.
- Uses past knowledge to build new knowledge.



SYMBOLIC REPRESENTATION

The use of symbols or objects to represent something else.

What to Look For:

- Represents people, places, or things through drawings, movement, and three-dimensional objects.
- Engages in pretend play and acts out roles.
- Recognizes the difference between pretend or fantasy situations and reality.

DIGGING DEEPER

Self-Regulation and Executive Function

Executive function refers to the brain's ability to regulate how we manage our emotions, focus our attention, plan, and behave in pursuit of our goals. The term "self-regulation" has typically been associated with the child's ability to control emotions and impulses. Recently, researchers have given emphasis to another kind of self-control—cognitive self-regulation or the ability to control or regulate one's thinking (Center on the Developing Child at Harvard University, 2011; Bedrova & Leong, 2006). Kindergarten teachers have reported that the ability to sustain attention and engagement in activities, follow directions, and take turns are critical skills for kindergarten success. These skills require cognitive self-regulation or the ability to stop doing some things (e.g., acting on impulse, being easily distracted, flitting from one activity to another) and to do other things that support engagement and learning (e.g., focus attention, persist in solving problems, engage in an activity long enough to learn from it). This ability is especially important in the development of logic and reasoning. Young children are capable of applying logic and reasoning in problem solving and other creative or constructive activities, but they must be able to be focused, engaged, and persistent to be successful in doing this. Cognitive self-regulation is not a personality trait, but rather an ability that needs to be learned and practiced over time, beginning in infancy.

KINDERGARTEN: LOOKING AHEAD

In kindergarten, children continue to develop their logic and reasoning skills as they are encouraged to recognize and analyze problems as well as draw on their knowledge and experience to seek solutions to problems in a variety of content areas. Logic and reasoning are embedded in each area of the Common Core and children will be expected to show increasing ability to solve problems and explain their thought processes.



notes



domain #6
EARLY LEARNING GUIDE

mathematics KNOWLEDGE + SKILLS

Early Learning Foundations corresponding to Common Core State Standards for Mathematics (CCSS.M.K)

Mathematics Knowledge and Skills refers to the conceptual understanding of numbers—their relationships, combinations, and operations. Mathematics also includes shapes and their structure, reasoning, measurement, classification, and patterns. Children develop an understanding of how numbers represent the number of objects, they use numbers to solve problems, and they recognize patterns and can arrange objects in a pattern. They use their knowledge of shapes to construct representations and they compare objects according to length, size, and weight.

Because math is also about generalizations and abstractions, math skills during the early years help children to connect ideas, develop logical and abstract thinking, and to question, analyze, and understand the world around them. Math knowledge, interest, and skills are basic to children's success in school and later life. Early math skills are highly predictive of later academic achievement in multiple subject areas.

key IDEAS



NUMBER CONCEPTS AND QUANTITIES

The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

What to Look For:

- Recognizes numbers and quantities in the everyday environment.
- Recites numbers in the correct order and understands that numbers come “before” or “after” one another.
- Associates quantities and the names of numbers with written numerals.
- Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.
- Uses the number name of the last object counted to represent the number of objects in the set.



NUMBER RELATIONS AND OPERATIONS

The use of numbers to describe relationships and solve problems.

What to Look For:

- Uses a range of strategies, such as counting, subitizing (“seeing” how many objects without counting), or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as “more,” “less,” “greater than,” “fewer,” or “equal to.”
- Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.
- Identifies the number of items in a set that is created when items are combined or separated.



GEOMETRY, PATTERNS, AND SPATIAL SENSE

The understanding of shapes, their properties, and how objects are related to one another. The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

What to Look For:

- Recognizes and names common shapes—their parts and attributes.
- Combines and separates shapes to make other shapes.
- Compares objects in size and shape.
- Can follow directions or name positions of objects, such as “up,” “down,” “in front,” “behind,” “between,” “next to,” and “under.”
- Sorts, classifies, and serializes (puts in a pattern) objects, such as by color, shape, and size.
- Recognizes, duplicates, and extends simple patterns.
- Creates patterns through the repetition of a unit.



MEASUREMENT AND COMPARISON

The understanding of attributes and relative properties of objects as related to size, capacity, and area.

What to Look For:

- Compares and describes objects using attributes of length, weight, and size (bigger, longer, taller, heavier).
- Orders objects by size or length.
- Uses nonstandard and standard techniques and tools to measure and compare.
- Sorts objects by count (more or less).

notes



domain #7
EARLY LEARNING GUIDE

physical DEVELOPMENT + HEALTH

Physical Development and Health refers to physical well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices. Early health habits lay the foundation for lifelong healthy living. Equally important, physical well-being, health, and motor development are foundational to young children's learning. Motor skills permit children

to fully explore and function in their environment, and they also support development in all other domains. Health problems, delays in physical development, and frequent illnesses interfere with children's ability to learn and are associated with a range of poor developmental and educational outcomes.

key IDEAS



PHYSICAL HEALTH STATUS

The maintenance of healthy and age-appropriate physical well-being.

What to Look For:

- Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.
- Participates in prevention and management of chronic health conditions and avoids toxins such as lead.
- Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height and age.
- Gets sufficient rest and exercise to support healthy development.



HEALTH KNOWLEDGE AND PRACTICE

The understanding of healthy, safe habits and practicing healthy habits.

What to Look For:

- Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.
- Communicates an understanding of the importance of health and safety routines and rules.
- Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
- Distinguishes food on a continuum from most healthy to least healthy.
- Eats a variety of nutritious foods.
- Participates in structured and unstructured physical activities.
- Recognizes the importance of doctor and dentist visits.
- Cooperates during doctor and dentist visits and health and developmental screenings.



GROSS MOTOR

The control of large muscles for movement, navigation, and balance.

What to Look For:

- Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.
- Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.
- Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.



FINE MOTOR

The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

What to Look For:

- Uses hands to manipulate objects, fasteners, tools, and toys using a variety of grasps.
- Turns pages in a book.
- Builds block towers and structures with a variety of materials.
- Manipulates writing, drawing, and art tools.

DIGGING DEEPER

Movement and School Achievement

In order for young children to acquire motor skills and levels of fitness expected for their age, they need to be active. Despite the common belief that young children are always moving, research suggests that many children are not. In fact, American preschoolers may be more sedentary than in past decades (Schneider & Lounsbury, 2008). Play time has been reduced or even eliminated in some early childhood and kindergarten programs because of a new emphasis on academic learning. Removing active play may actually undermine intended achievement-oriented outcomes. Play enhances attention, memory, self-regulation, and overall academic achievement throughout childhood (Castelli, et. al, 2007; Blakeman, 2003). In short, physical play is necessary for learning.

KINDERGARTEN: LOOKING AHEAD

Movement and physical activity supports all areas of development and learning. In kindergarten, children mature physically and have more balance, coordination and body awareness. Their competence in movement allows them to play games with rules with their peers. They begin to understand the health benefits of physical activity as well the importance of personal hygiene, eating healthy foods, and following safety rules.



domain #8
EARLY LEARNING GUIDE

science KNOWLEDGE + SKILLS

Science Knowledge and Skills refers to children's ability to gather information about the natural and physical world and organize that information into knowledge and theories. Young children are often referred to as natural scientists. Their inclination to be curious, explore, ask questions, and develop their own theories about how the world works makes science an

important domain for enhancing learning and school readiness. Science learning during the early years encourages children to discover the world around them and refine their understanding of it. Science provides opportunities for rich vocabulary learning and collaboration with peers and fosters a sense of curiosity and motivation to learn.

key IDEAS



SCIENTIFIC SKILLS AND METHOD

The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

What to Look For:

- Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.
- Observes and discusses common properties, differences, and comparisons among objects.
- Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.
- Collects, describes, and records information through discussions, drawings, maps, and charts.
- Describes and discusses predictions, explanations, and generalizations based on past experience.



CONCEPTUAL KNOWLEDGE OF THE NATURAL AND PHYSICAL WORLD

The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.

What to Look For:

- Observes, describes, and discusses living things and natural processes.
- Observes, describes, and discusses properties of materials and transformation of substances.
- Begins to learn concepts related to: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering/Technology/Applications of Science.

DIGGING DEEPER

Young Children as Theory Makers

Children are natural scientists and when given some guidance by adults will use their natural curiosities about the world to investigate phenomenon using a scientific methodology of inquiry. Science for young children should be based on an understanding of how children learn. Good science is not confined to a focus on learning facts but is guided by children's interests and created from a carefully designed environment with clear goals. Scientific inquiry allows children to ask a lot of questions, encourages exploration, allows children to try new ways of working with materials, and supports children in developing ideas about how things work in the world.

Children often have misconceptions or incomplete theories. Young children categorize and think about objects based on their sensory experiences and observations. For example, children may think that trees cause the wind because they see trees move every time the wind blows. Adults can provide children with experiences to test their ideas and develop more complex theories about the world.

**See Appendix B for Supporting Scientific Inquiry*

KINDERGARTEN: LOOKING AHEAD

Upon entering kindergarten, children have had experiences for observation, discussion, and collecting living and non-living things. In kindergarten, they will make observations using their senses and simple tools. They will plan for simple investigations and will communicate understanding of simple data using age-appropriate vocabulary. They will collect, discuss and communicate findings from a variety of investigations.



notes



domain #9
EARLY LEARNING GUIDE

social + emotional DEVELOPMENT

Social and Emotional Development refers to the skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate one's behavior and emotions, and develop a healthy concept of personal identity. Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional well-being predicts favorable social,

behavioral, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities. Children with emotional or behavioral challenges are likely to receive less adult support for development and learning and to be more isolated from peers.

key IDEAS



SOCIAL RELATIONSHIPS

The healthy relationships and interactions with adults and peers.

What to Look For:

- Communicates with familiar adults and accepts or requests guidance.
- Cooperates with others.
- Develops friendships with peers.
- Establishes secure relationships with adults.
- Uses socially appropriate behavior with peers and adults. Socially appropriate behavior in this age group means participating in activities that promote helping, sharing, and taking turns.
- Resolves conflict with peers alone and/or with adult intervention as appropriate.
- Uses words and actions to assert self in socially appropriate ways.
- Recognizes and labels others' emotions.
- Expresses empathy and sympathy to peers.
- Recognizes how actions affect others and accepts consequences of one's actions.
- Demonstrates affection in socially appropriate ways by offering compliments, choosing to sit next to a peer, offering a toy, etc.



SELF-CONCEPT AND SELF-EFFICACY

The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

What to Look For:

- Identifies personal characteristics, preferences, thoughts, and feelings.
- Demonstrates age-appropriate independence in a range of activities, routines, and tasks.
- Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.
- Demonstrates age-appropriate independence in decision making regarding activities and materials.



SELF-REGULATION

The ability to recognize and regulate emotions, attention, impulses, and behavior.

What to Look For:

- Recognizes and labels emotions.
- Handles impulses and behavior with minimal direction from adults.
- Follows simple rules, routines, and directions.
- Shifts attention between tasks and moves through transitions with minimal direction.



EMOTIONAL AND BEHAVIORAL HEALTH

A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

What to Look For:

- Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
- Refrains from disruptive, aggressive, angry, or defiant behaviors.
- Adapts to new environments with appropriate emotions and behaviors.

DIGGING DEEPER

Positive Approaches to Challenging Behavior

When children have challenging behaviors, especially when they persist over time, parents and teachers often feel a great deal of stress, frustration, anger, embarrassment, and even feelings of hopelessness. Each of us defines problem behaviors based upon our unique set of past experiences and values. Behaviors that are obnoxious to one may be of no concern to another. Because of this, it can be difficult to define what exactly challenging behavior is. Additionally, children's developing capacities for communication may limit their ability to tell us what they are feeling and thinking. Sometimes a child's best attempt at communication is through their behavior. Armed with this knowledge, parents and caregivers can first consider this question: I wonder what this child wants or what are they trying to avoid? By first seeking to understand the underlying communication that a child's behavior conveys, we can better help the child feel calm and successful by getting their needs met in a positive way. Adults can also prevent many challenging behaviors with a few positive approaches and planning. When challenging behaviors persist, even after trying positive approaches or when a child's challenging behaviors seem unusual for their age, talking with the child's pediatrician is a good first step. The family and their doctor can decide if a developmental evaluation is appropriate.

(Follow the link to the Wyoming Behavioral Health Division's Early Intervention and Education Program or call 307-777-7115 to find your local Child Development Center. <http://www.health.wyo.gov/ddd/earlychildhood/index.html>)

Additional resources and strategies can be found at www.challengingbehavior.org.)

**See Appendix A for Positive Behavioral Approaches for Families and Caregivers.*

Attachment

Children form attachments with their parents and primary caregivers. It is important for children to have secure relationships with a few consistent adults in order to lay the foundation for other developmental competencies described in this domain. If children feel secure and loved through their attachment with parents and other primary caregivers, they have courage to explore their environments (promoting cognitive and social skills). They develop language that helps them identify how they are feeling and what their needs are. Through play, books, and social interactions, young children begin to understand what behavior is appropriate and what is not. Children learn to read cues to understand what another person is communicating and what their needs might be.

Children who have positive social and emotional development during the early years tend to have better social skills and are able to develop supportive relationships with peers and adults. They display more positive behaviors, which support their success in participating in learning activities and make them more successful in school when they are older.

KINDERGARTEN: LOOKING AHEAD

Kindergartners have now matured enough to be more independent. They are more aware of the world and are exposed to both positive and negative experiences that require them to develop coping skills. They will also understand rules but at times they can be strict moralists and are developing a sense of fairness. As children expand their social-emotional vocabulary, they are better able to think about their actions. This is a good time to help a child continue to develop their problem-solving strategies to resolve conflicts and make appropriate choices. Now they are able to anticipate the consequences or outcomes of their choices and decide which solution is the best option.



domain #10
EARLY LEARNING GUIDE

social studies KNOWLEDGE + SKILLS

Social Studies refers to understanding people and how they relate to others and the world around them. Social studies helps children understand themselves, their families, and their communities. Through learning experiences related to history, culture, and the environment, children enhance their self-identity and expand their experiences beyond the walls of their home and other early childhood settings. Young children expand their learning by building relationships with care

givers, making friends, and learning about others in their environment through direct interactions and play scenarios. They learn words that allow them to label their environment and begin to give context to their world. Adults can provide experiences with new people and places that help children expand their understanding of the larger world and the relationship between self, community, environment, and geography.

key IDEAS



SELF, FAMILY, AND COMMUNITY

The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

What to Look For:

- Identifies personal and family structure.
- Identifies similarities and respects differences among people.
- Recognizes a variety of jobs and the work associated with them.
- Explains (or tells) reasons for rules in the home and classroom and for laws in the community.
- Describes or draws aspects of the geography of the classroom, home, and community.



PEOPLE AND THE ENVIRONMENT

The understanding of the relationship between people and the environment in which they live.

What to Look For:

- Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
- Recognizes that people share the environment with other people, animals, and plants.
- Recognizes how people can take care of the environment through activities, such as recycling.



HISTORY AND EVENTS

The understanding that events happened in the past and how these events relate to one's self, family, and community.

What to Look For:

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Identifies that how people live and what they do changes over time.

DIGGING DEEPER

Personal and Civic Responsibility

The early childhood years lay the foundation for developing both personal and civic responsibility in a diverse world. Children learn to play cooperatively in a group, share ideas, and creatively build upon their play by accepting and integrating the ideas of others. This prepares them to participate effectively in a range of conversations and collaborations with diverse partners and to develop an understanding of others' point of view. Children also learn strategies to resolve conflicts that allow them to develop language to express their ideas clearly and persuasively and build upon their ability to reason and use evidence to support their ideas.

KINDERGARTEN: LOOKING AHEAD

In kindergarten, children will continue to learn about the world around them and their relationship to the family and community. They will learn basic concepts about culture, economics, history, governance, and civics.



APPENDIX A

Timm, Matt, and Jill Giacomini. "TACSEI." TACSEI. Technical Assistance Center on Social Emotional Intervention for Young Children, n.d. Web. 11 June 2013. <<http://challengingbehavior.org>>

KEEP YOUR EXPECTATIONS REALISTIC

It is important to know your child's abilities and limitations. When you expect too much or too little from your child, it can lead to problems and frustrations for you both.

Example:

You are in a restaurant with a group of friends. The waiter took your order over 30 minutes ago and your food still hasn't arrived. Three-year-old Simone is getting impatient—she is throwing her crayons and saying that she wants down. Instead of getting angry and frustrated with her for acting up, try taking her for a short walk to give her and others a needed break.

PLAN AHEAD

Try to anticipate what your child may do or need in various situations. Make sure that you plan ahead to help your child have a successful experience. Hope for the best and plan for the worst. Always have a backup plan!

Example:

Your family is in the car headed to your mother's house for dinner. It is usually a short drive, but you're snarled up in rush hour traffic. It's 6:30 pm and you're already 45 minutes late. Your child is screaming for food in the backseat. Luckily, you remembered to bring some snacks and a water to hold him over until you can make it home.

CLEARLY STATE YOUR EXPECTATIONS IN ADVANCE

Some undesirable behavior occurs because your child can't act differently; other times it occurs because your child simply doesn't want to act differently. Either way, it helps for you to remember that your child cannot read your mind. Be sure to give your child one clear instruction so that he knows what it is that you want him to do.

Example:

You are visiting at your sister's house and your daughter has been playing with her favorite cousin. Over the course of the afternoon, toys have been tossed aside and scattered throughout the room. When you say "come on Alicia, it's time to get ready to go!" she ignores you completely and continues to play. A better approach might be to say "All right, time to get going. Alicia, let's start by putting the blocks in their box. I see it over there in the corner!"

OFFER LIMITED, REASONABLE CHOICES

Most children are not born with the built-in ability to make decisions and then accept the consequences. In order for your child to learn to take personal responsibility, they will need plenty of support and practice.

Example:

You have just picked up your son at childcare and he doesn't want to get into his car seat. You sense a battle of the wills coming on. One way to avoid a struggle might be to say "Zachary, we can't start the car until you get buckled in your seat. Do you want to climb up in there by yourself, or do you want Daddy to put you in?"

USE "WHEN.....THEN" STATEMENTS

A "when...then" statement is a simple instruction that tells your child what he or she must do in order to earn a desired consequence (what he or she wants to do). This is also known as a contingency statement. When you give a contingency statement be sure you:

- give it a positive focus;
- state it only once;
- set a reasonable time limit;
- follow through; and
- be prepared for your child's response—it may be "NO."

Example:

It's a sunny day and your barefoot child has decided she would like to go out in the backyard and play. She starts outside and you stop her and say, "No...put on your shoes." She starts to throw a tantrum. Here's an alternative approach you might want to use next time: "When you put on your shoes, then you may go outside." You are not just saying, "No"; you are letting her know what needs to happen in order for her to reach her desired destination.

CATCH YOUR CHILD BEING GOOD

Did you ever stop to think about how much time you spend telling your child what he should not do? Instead, try giving specific, positive attention to the behavior that you want to see. This will teach your child what you want him to do and increase the likelihood that his behavior will occur again and again.

Example:

You are enjoying a remarkably calm family meal. Instead of waiting for your child to begin fidgeting, trying to leave, or stuff green beans down his shirt, you look at him and exclaim, "Manuel, it makes Daddy so happy to see you eating your dinner like a big boy!"

STAY CALM

When your child's behavior is unacceptable, you can choose to either respond to it or ignore it. If you decide that a reaction is required, remember that the least response necessary is usually best. Acting calm with a minimum of attention will reduce the risk of strengthening the very behavior you wish to discourage. When you remain calm, it also gives you time to think about how you want to respond. Remember, you are modeling desired behavior for your child. When you remain calm, your child learns appropriate ways to respond to difficult situations.

Example:

You are cleaning your house in preparation for your in-laws' annual visit. You go in the kitchen for just a moment and return to your family room to find that your child has colored on a white wall with red and blue crayon. Your immediate reaction is to respond negatively. However, you think twice, take a deep breath and say, "Christopher, paper is for coloring; Mommy's walls are not." Redirect your child and provide an appropriate place for him to continue to create art.



Supporting Scientific Inquiry Skills

APPENDIX B

Helm, J.H. & Katz, L. (2011). *Young Investigators: The Project Approach in the Early Years*.
New York: Teachers' College Press

NOTE: "Teacher" can refer to any adult that interacts with or works with children.

NOTICE — WONDER — EXPLORE

Children's Scientific Inquiry: Children explore objects, materials, or events and notice what happens. As children explore, they may ask a lot of questions.

The Teacher's Role: Create an environment that supports children's explorations by providing carefully chosen materials and allowing time in the daily schedule for children to probe and study the characteristics of objects and events.

INVESTIGATE

Children's Scientific Inquiry: Children extend their observations as they explore, pursue more questions, and begin to make predictions.

"What will happen if I try this?"

The Teacher's Role: Children need adult guidance to focus their observations and gradually guide them in their inquiry by offering some open-ended questions.

"What did you do?"

"What did you observe?"

"Why do you think that happened?"

"How can we find out together?"

"How can we make water go from one container to another?"

Find out what children already know and what they want to learn more about. Create a list that will help guide where children might go next in their investigations.

COLLECT DATA

Children's Scientific Inquiry: Children begin to describe what is happening and make comparisons. They classify and sort their experiences. They recognize patterns and begin to draw conclusions.

"What will happen if I squirt water out of this turkey baster and then squirt water out of the eye dropper?"

The Teacher's Role: Allow children to engage in extended explorations over time so they can repeat their experiments or try new ways of using materials and tools to collect data.

Document children's experiences and conclusions for future discussions.

Ensure that children have a variety of tools and materials to extend their investigations (measurement tools, lenses, writing and drawing tools, books, or other media related to the topic).

REPRESENT EXPERIENCES

Children's Scientific Inquiry: Children can communicate their thinking and what they learned using a variety of materials and displays.

The Teacher's Role: Teachers can document children work in many ways, including drawings, three-dimensional representations, simple graphs, photographs, videos, and stories created from observations or dictations from children.

REFLECT AND SHARE EXPERIENCES

Children's Scientific Inquiry: Children can use language and increased vocabulary to communicate observations and ideas.

The Teacher's Role: While exploration is key to scientific discovery, children also need to reflect on and analyze their experiences; think about ideas, patterns, and relationships; and communicate their experiences with others.

Invite children to share their experiences with you individually or with a small group of children.

Use questions to guide them in their reflection.

"What happened when...?"

"What did it feel like...?"

"How were you able to...?"

Help children share the experience with others by documenting their work with pictures and other representations.



APPENDIX C

Preschool Language and Literacy: Preparing Children for Literacy Success

NOTE: "Teacher" can refer to any adult that interacts with or works with children.

Doing What Works. U.S. Department of Education

1 RECOMMENDED PRACTICE Phonological Awareness

2 RECOMMENDED PRACTICE Interactive + Dialogic Reading

SOUND AWARENESS

MANIPULATION OF SOUNDS

SAY BEGINNING SOUND
"Top." Say the first sound in "top."

BLEND ONSET-RIME
"S...am." Say it fast.

SEGMENT SOUNDS IN WORDS
"Dog." Say the sounds you hear in "dog."

MATCH LETTERS AND SOUNDS
What sound does the letter "p" make?

ASSOCIATION OF SOUNDS WITH SYMBOLS



TEACHER AS GUIDE

TEACHER:
What do you think will happen next?

CHILD:
The ducks won't cross the street. They're afraid.

TEACHER:
How will they get to their new home?

TEACHER AND CHILD ENGAGE IN DIALOGUE

CHILD AS STORYTELLER

CHILD:
The policeman will help... See, the policeman stops the traffic. The drivers are laughing at the duck parade... The little ducklings like swimming with the Big Swan Boats.

Preparing Children for Literacy Success

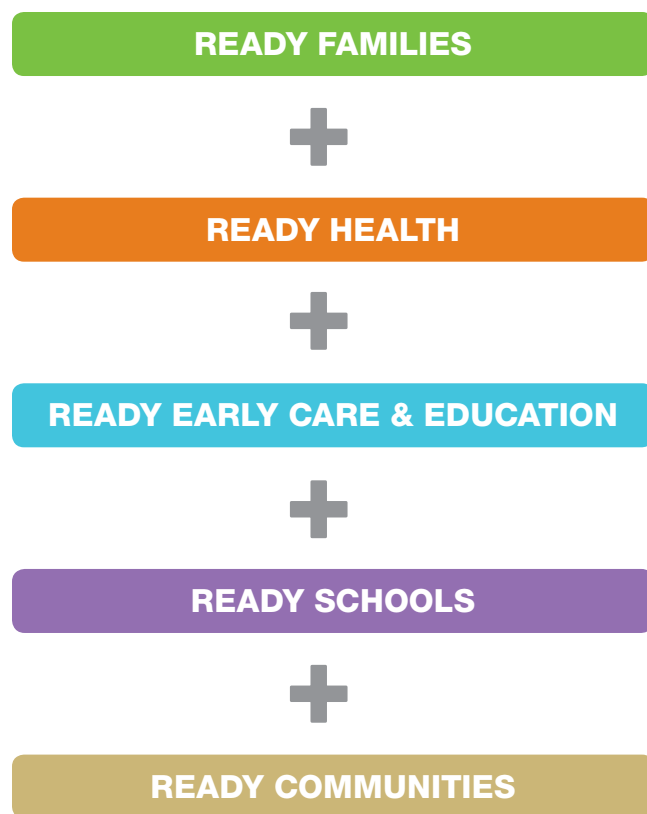
The Early Childhood System in Wyoming

APPENDIX D

Getting Ready: Findings from the National School Readiness Indicators Initiative. (2005.)

Prepared by Rhode Island Kids Count; A 17-state Partnership

Sponsored by the David and Lucile Packard Foundation, the Kauffman Foundation, and the Ford Foundation.



All children ready for school and life

Our work, then, is to identify innovative ways to ensure that our children have positive experiences and a foundation that ensures they are ready for success in school and in life. Just as readiness for school and life is multifaceted, so too is the environment in which a child grows and develops. To successfully ensure that more children enter school ready to succeed, it is important to consider the family and community context in which they live, the schools they attend, and the services that are available to support their healthy growth and development. The Ready Child Equation encompasses multiple domains of early development, and focuses on critical elements that – together – support the holistic well-being and success of children.



For our purposes, “readiness” describes the capabilities of children, families, physical and mental health organizations, early care and education environments, schools, and communities to best promote and provide for children’s success in their first year of school and beyond. Each component plays a vital role in the preparation of our children for success in school and in life; no one component can stand on its own.

READY CHILDREN

A ready child is prepared cognitively, physically, socially, and personally across many domains: language, literacy, social-emotional, social studies, physical development and health, science, logic and reasoning, creative arts expression, mathematics, and approaches to learning. Children develop holistically—growth and development in one area depends upon development in other areas.

READY FAMILIES

A ready family has adults who recognize and value that they are the first and most important teachers in a child’s life. Ready families take responsibility for their child’s or children’s preparation for success in school and life through direct, frequent, positive involvement and engagement. They provide steady and supportive relationships, ensure safe and reliable environments, promote good health, and foster curiosity and excitement about learning and self-control.

READY HEALTH

Ready health systems provide children and families access to high-quality preventative, continuous, and early intervention services to meet their physical, mental, emotional, oral, vision, hearing, and nutrition needs. Quality health services are facilitated by skilled professionals who engage in family support and treatment, and are sensitive to cultural values and individual differences.

READY EARLY CARE & EDUCATION

Ready early care and education professionals accept all children and provide high-quality learning environments by engaging the whole community. A ready early care and education environment provides all children with opportunities to build a positive foundation for confidence, knowledge, skills, and abilities. Children in ready early care and education environments are led by skilled professionals who recognize, reinforce, and extend children’s strengths, and who are sensitive to cultural values and individual differences.

READY SCHOOLS

Ready schools accept all children and provide a seamless transition to formal school environments by engaging the whole community. A ready school welcomes all children with opportunities to enhance and build confidence in their knowledge, skills, and abilities. Children in ready schools are led by skilled teachers who recognize, reinforce, and extend children’s strengths, and who are sensitive to cultural values and individual differences.

READY COMMUNITIES

Ready communities play an essential part in supporting families in their role as primary stewards of children’s readiness. Ready communities—including businesses, nonprofits, faith-based organizations, social service and health organizations, community groups, and local governments—have to work together to support children’s school and life success by providing families with affordable access to information, services, supports, and opportunities.



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other RESOURCES

How to Talk to Your Kids About Their Art by Linda Carson

<http://www.bigblackpig.com/howtotalk.html>

The Source for Learning

<http://www.sourceforlearning.org/news.cfm?newsid=68>

Technical Assistance Center

for Social Emotional Intervention
www.challengingbehavior.org

Wyoming Child Development Centers

<http://www.health.wyo.gov/ddd/earlychildhood/index.html>

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/benefits-of-being-bilingual.pdf>

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf>



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WYOMING **EARLY LEARNING FOUNDATIONS**

For Children Ages 3-5

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The intent of the Wyoming Early Learning Foundations committee is to support the efforts of families, child care providers, and programs to work together to secure access and availability of experiences that will ensure that each child in Wyoming can succeed in school and life.

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