**VIRGINIA’S FOUNDATION BLOCKS FOR EARLY LEARNING:**

**STANDARDS FOR THREE–YEAR–OLDS**

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| **RELIGION** | | | |
| 1. **RELIGION – KNOWS GOD** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Develops natural sense of awe in the created world and appreciates God as our loving creator |  |  |  |
| 1. Discovers God as revealed through the Bible |  |  |  |
| 1. Understands that they are part of God’s family |  |  |  |
| 1. Recognizes Jesus, Mary and Joseph as the Holy Family |  |  |  |
| 1. Recognizes Jesus as the Son of God |  |  |  |
| 1. Recognizes Mary as the Mother of Jesus |  |  |  |
| 1. Recognizes Joseph as Jesus’s Father on Earth (Foster Father) |  |  |  |
| 1. **RELIGION – LOVES GOD** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Develops a relationship with Jesus through prayer |  |  |  |
| 1. Makes Sign of the Cross |  |  |  |
| 1. Participates in praying the following prayers: |  |  |  |
| * + 1. Hail Mary |  |  |  |
| * + 1. Our Father (Lord's Prayer) |  |  |  |
| * + 1. Grace Before Meals |  |  |  |
| 1. **RELIGION – SERVES GOD** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Respects and cares for God's children |  |  |  |
| 1. Respects and cares for God's creatures |  |  |  |
| 1. Respects and cares for God's environment |  |  |  |
| 1. Participates in building God's community of love |  |  |  |
| 1. **RELIGION – TERMS/VOCABULARY** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Alleluia |  |  |  |
| 1. Baptism |  |  |  |
| 1. Bible |  |  |  |
| 1. Church |  |  |  |
| 1. Creation |  |  |  |
| 1. God |  |  |  |
| 1. Guardian Angels |  |  |  |
| 1. Heaven |  |  |  |
| 1. Holy Family |  |  |  |
| 1. Jesus |  |  |  |
| 1. Miracles |  |  |  |
| 1. Prayer |  |  |  |
| 1. Respect |  |  |  |
| 1. Saint/Sainthood |  |  |  |
| 1. Yes to God |  |  |  |
| **LITERACY** | | | |
| 1. **ORAL LANGUAGE** | | | |
| **Children gain language and vocabulary skills by having multiple and frequent opportunities to talk, as well as listen to, adults and peers. These opportunities must occur frequently throughout the day as children begin to read and write.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Listen to spoken language, conversations, and stories. |  |  |  |
| 1. Work on identifying characters, objects and actions in story books, and begin to comment about each. |  |  |  |
| 1. Identifies and labels what is happening in a story. |  |  |  |
| 1. Ask and answer questions about actions using one or two words.. |  |  |  |
| 1. Beginning to use appropriate words for a variety of purposes (asking questions, expressing needs). |  |  |  |
| 1. Beginning to converse with adults and peers by taking turns and using manners.. |  |  |  |
| 1. Listen attentively to short stories in a whole class setting. |  |  |  |
| 1. **VOCABULARY**   **The more children know about the world around them, the easier it is for them to express new information, ideas, and vocabulary to communicate this knowledge. Helping children to relate experiences to new ideas and concepts also assists in the development of vocabulary and related skills.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Uses single words to label objects. |  |  |  |
| 1. Listens with increasing understanding to directions and conversations. |  |  |  |
| 1. Follows one-step spoken directions. |  |  |  |
| 1. Converses with adults and peers. |  |  |  |
| 1. Uses new vocabulary more frequently to express and describe feelings and ideas with guided repetition. |  |  |  |
| 1. Learns additional vocabulary through new experiences. |  |  |  |
| 1. **PHONOLOGICAL AWARENESS**   **Phonological awareness is a broad term that includes phonemic awareness. Phonological awareness is highly predictive of a young child’s success in beginning to read. It is the term used to describe a child’s understanding that spoken words consist of sounds. Children who are phonologically aware demonstrate an ability to hear and manipulate the sound structure of language at the word, syllable, and phoneme (individual sound) levels. Phonological awareness typically progresses in this developmental continuum: rhyming, alliteration, sentence blending and segmenting, syllable splitting [onset and rime], and phoneme blending, and segmenting.**  **Research has proven that how quickly children learn to read often depends on how much phonological awareness they have prior to, and in conjunction with, formal reading instruction.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Recognizes some sounds like S, T, M. |  |  |  |
| 1. Beginning to identify rhythmic patterns in stories and written word. |  |  |  |
| 1. Learning phonemic sounds through concrete examples and repetition. |  |  |  |
| 1. Listens to multi-syllable words. |  |  |  |
| 1. **LETTER KNOWLEDGE & EARLY WORD RECOGNITON**   **Letter knowledge is an essential component to beginning reading and writing. Functions of letters in writing and their connection to sounds are critical components in children’s success in learning to read. In combination with phonological awareness, letter knowledge is the critical indicator to children’s understanding of the alphabetic principle and the beginning connection to printed words. Classroom alphabets should be placed at the child’s level of sight.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Correctly names 3 – 8 uppercase alphabet letters presented randomly. |  |  |  |
| 1. Create a print rich environment. |  |  |  |
| 1. Understands that letters make sounds and words. |  |  |  |
| 1. Developing recognition of own name. |  |  |  |
| 1. Recognizes letters around them in attempt to communicate creatively using letters, numbers or symbols. |  |  |  |
| 1. **PRINT & BOOK AWARENESS**   **The ability to match spoken words to print involves developing a child’s concept of words. Instruction may include modeling how print is organized, pointing to words on a page as they are read, and having children “finger-point read” memorized text. Through daily experiences with reading and writing, young children develop their emerging concept of words. They learn that print conveys meaning and accompanying images or illustrations help them comprehend print. An understanding that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems is developed as young children consistently explore books and engage with print.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Identifies the cover of a book. |  |  |  |
| 1. Self-selects books based on cover/pictures. |  |  |  |
| 1. Engages in correct book handling. |  |  |  |
| 1. Tells the story by using pictures. |  |  |  |
| 1. **WRITING**   **Through early writing experiences, young children develop understandings about the functions of written language. Children develop an awareness that words can be written. They begin to generate ideas about how written language works and explore its uses. Young children’s attempts to write through scribbling, drawing, letter approximations and phonetic spellings help them to understand writing as a means to communicate ideas and information. Over time, attempts at early writing will more closely align to conventional writing.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Begins to color within a defined space. |  |  |  |
| 1. Can decipher what letters are as opposed to pictures. |  |  |  |
| 1. Demonstrates emergent writing skills using different mediums. |  |  |  |
| 1. Explores all areas of the written word and tries to imitate. |  |  |  |
| 1. Creates pictures and stories based on things they have read.. |  |  |  |
| **MATHEMATICS** | | | |
| 1. **NUMBER & NUMBER SENSE**   **Young children enter preschool with a foundation of experiences with numbers. To develop an understanding of numbers and number sense, children must have daily experiences where they compare numbers and count in ways that are personally meaningful and challenging.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Counts up to 10 with guidance. |  |  |  |
| 1. Counts a group of up to 5 objects by touching each object as it is counted and says the correct number. |  |  |  |
| 1. Counts a group of objects and understands that the last number tells “how many.” |  |  |  |
| 1. Counts and compares the amount of objects in two groups. |  |  |  |
| 1. Recognizes written numbers 0 to 5. |  |  |  |
| 1. **COMPUTATION**   **Young children notice the effects of increasing or decreasing the items in a collection of objects. To develop an understanding of computation, children need many opportunities to match and count objects. This will allow children to find out more dependably which quantity is more and to use counting to describe changes in a set** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Introduce the concepts of more and less to compare quantities. |  |  |  |
| 1. Describes changes in groups by using terns “more” when objects are added to group and “less” when objects are removed. |  |  |  |
| 1. **MEASUREMENT**   **Children naturally make comparisons. From a very young age, children compare who is taller and who has more. Comparison is the first step in developing an understanding of measurement. Young children should be immersed in activities that allow them to use their senses to make direct comparisons. They should also experience, informally, tools that are used for measurement.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Recognizes differences in length by using the words longer or shorter. |  |  |  |
| 1. Introduce the tools for measuring length and weight. |  |  |  |
| 1. Sort and match objects by size. |  |  |  |
| 1. Order objects from smallest to largest. |  |  |  |
| 1. **GEOMETRY**   **Geometry for young children involves observing and describing the shapes found everywhere in their environment. Children naturally use geometric shapes and spatial comparisons as they begin to express themselves through drawing and constructions. This familiarity is a foundation for learning experiences involving shape, position, and orientation in space.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Identify simple shapes. |  |  |  |
| 1. Sort and match simple shapes. |  |  |  |
| 1. Complete puzzles (3 – 8 pieces) to understand that a whole object can be separated into parts. |  |  |  |
| 1. Introduce positional words: over, under, up, down, front, back, etc. |  |  |  |
| 1. **DATA COLLECTION & STATISTICS**   **Children are naturally inquisitive; they start exploring their world, asking questions, and developing opinions from a young age. To build upon this strength, children need to be encouraged to ask questions, collect answers, and then talk about what they found out. Analyzing data is a key step in making sense of information and the world around us.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Investigates and creates representations of data using graphs. |  |  |  |
| 1. Uses appropriate vocabulary to compare information (more, most, less, fewer). |  |  |  |
| 1. **PATTERNS & RELATIONSHIPS**   **Algebra begins with a search for patterns. Being able to identify patterns allows young children to make generalizations and predictions beyond the information directly available. The recognition and analysis of patterns are important components of a child’s intellectual development. Children should have many opportunities to engage in pattern related activities and recognize patterns in their everyday environment.** | | | |
| SKILLS | Introduced | Reinforced | Accomplished |
| 1. Sorts objects according to one or two classifications (color, size, shape). |  |  |  |
| 1. Identifies and creates simple patterns. |  |  |  |
| 1. Predicts relationships between objects. |  |  |  |

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| **SCIENCE** | | | | |
| 1. **SCIENTIC INVESTIGATION, REASONING & LOGIC**   **Young children have been observing the world around them since birth. This block will help children develop language to describe their observations. It will teach them to make careful observations, sometimes with the aid of tools, and to notice patterns within their observations. It should be noted that while some activities may be done to develop scientific processes and practices alone, they are best used in conjunction with other big ideas. For example, observations of leaves provide ample opportunities to tie in discussions about color, shape, and living things.** | | | | |
| SKILLS | Introduced | | Reinforced | Accomplished |
| 1. Begins to identify the properties of objects by direct observation. |  | |  |  |
| 1. Begins to describe objects with words and pictures. |  | |  |  |
| 1. Places objects in size order (largest to smallest, smallest to largest). |  | |  |  |
| 1. Begins to distinguish groups of objects with similar properties. |  | |  |  |
| 1. With guidance and support compares and contrasts the length and mass of various objects. |  | |  |  |
| 1. Begins to identify the body parts linked to each of the five senses. |  | |  |  |
| 1. **FORCE, MOTION & ENERGY**   **Children can deepen their understanding of basic physics by describing the motion of various objects and how those objects are used in our daily lives. They can use purposeful play with objects such as a ball, a toy car, or a block of wood to observe and compare how each moves and changes position (speed and direction), and how that motion might change if the surface on which it moves is changed. They can compare the effects of common forces on the objects such as pushes and pulls. Exploration with magnets expands the study of the movement of objects by adding a unique cause of motion. Children can also explore how simple tools use motion to help us work, such as a hammer, a wheel, or a screwdriver.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to manipulate and explore how magnets work, teacher should introduce the phrases “attracted to” and “not attracted to.” | |  |  |  |
| 1. Begins to learn how magnets work together, some stick together while some push others away. | |  |  |  |
| 1. **MATTER/PHYSICAL PROPERTIES**   **Children can use their five senses to identify and describe objects by their physical properties. A variety of objects should be provided for them to sort, group, and classify in meaningful ways based on one or more of the identified properties. Children should specifically have the opportunity to experiment with water in different forms and to experiment with objects sinking or floating when put into water. This block also offers the opportunity for children to develop vocabulary that describes the physical properties of objects. For example, a child might describe a rough piece of sandpaper as “sticky” (meaning that it catches his/her hand as it passes over the sandpaper) because he/she lacks the vocabulary to properly describe it.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Recognizes colors (red, orange, yellow, green, blue, purple, black and white). | |  |  |  |
| 1. Recognizes shapes (circle, triangle, square and rectangle). | |  |  |  |
| 1. Begins to identify textures (rough/smooth) and feel (hard/soft). | |  |  |  |
| 1. **LIFE PROCESSES**   **Preschool children understand that they are growing and becoming bigger, and can begin to see that other animals and plants also grow and become bigger. Babies, puppies, chicks, calves, etc., fascinate young children. Use this curiosity to teach them how some young animals and adult animals are alike. Plants, too, start as seedlings and grow. Both plants and animals need food, water, and air to live. Plants and animals can make new plants and animals.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Describe what living things need to live and grow (food, water, and air). | |  |  |  |
| 1. Begins to recognize the differences and similarities between “baby” plants/animals and “parent” plants/animals. | |  |  |  |
| 1. **INTERRELATIONSHIPS IN EARTH/SPACE SYSTEMS**   **Young learners have a natural interest in and curiosity about the world around them and the sky above them. Children should be offered numerous opportunities to explore the natural world outside the classroom. Children can make collections of items found outside such as rocks, leaves, moss, etc., and use those items to sort and classify. They should also explore what they see in the sky (clouds and sun) during the day, and should have “homework” to explore what they see in the night sky (moon and stars).** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Creates a shadow and begins to understand how it was created.. | |  |  |  |
| 1. **EARTH PATTERNS, CYCLES & CHANGES**   **Children and their parents naturally make daily weather observations when deciding what to wear and whether to carry an umbrella or bring a hat. They recognize routines of daily activities and know if they have brushed their teeth or had snack time. They are beginning to recognize patterns in the natural world as well.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to recognize the characteristics of different seasons and describe weather. | |  |  |  |
| 1. Begins to classify shapes and forms. | |  |  |  |
| 1. Begins to recognize the stages of animal and plant growth. | |  |  |  |
| 1. Describes home and school routines. | |  |  |  |
| 1. **RESOURCES**   **The best way to learn resource conservation is to practice conservation in the classroom, such as teaching children to turn off the water in the sink when it is not being used and to turn off the classroom lights when the class leaves the room. Reusing and recycling for young children involves teaching children what they can do to help. Children can learn that some things can be reused, such as the back of paper that has something on the front, but nothing on the back. The best way to learn about recycling is to have children do it. Some children may already practice recycling at home.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to understand that some objects can be recycled. | |  |  |  |
| 1. Begins to understand that some things can be reused. | |  |  |  |
| 1. Begins to identify different ways to conserve energy. | |  |  |  |
| 1. Engages in pretend play to better understand his or herself and others. | |  |  |  |
| **HISTORY AND SOCIAL SCIENCE** | | | | |
| 1. **HISTORY/SIMILARITIES & DIFFERENCES**   **History makes links between the child and home, between school and the wider community, between past and present. It links reasoning and imagination and begins with the child’s self- awareness and awareness of others.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Understands that he or she is part of a family and the classroom community. | |  |  |  |
| 1. **HISTORY/CHANGE OVER TIME**   **Young children become aware of time through events specific to themselves and to people in their immediate surroundings. Begin the focus with the child’s own history, then when grandparents were children, and then to periods beyond living memory.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Describe the ways in which the children have changed since they were babies. | |  |  |  |
| 1. Begins sequencing of events. | |  |  |  |
| 1. Pretends to be a character from a specific time, uses props while acting out a story or narrative. | |  |  |  |
| 1. Describe past times based on stories, pictures and music. | |  |  |  |
| 1. **GEOGRAPHY/LOCATION**   **The energy, curiosity, and imagination of young children lead them to action and interaction with their environment. Being egocentric, they view their world from a narrow, limited perspective. Children grow in their understanding as they become more aware of themselves in the social settings of their daily experiences – home, school, neighborhood, and community.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Identifies important features of the classroom and expands to the neighborhood and the community. | |  |  |  |
| 1. Engages in play where one item represents another (cars, people, buildings). | |  |  |  |
| 1. Creates walkways between objects. | |  |  |  |
| 1. Experiments with seeing objects from different heights. | |  |  |  |
| 1. **GEOGRAPHY/DESCRIPTIVE WORDS**   **As children learn more about their world, they use more words to express the new ideas and information needed to share what they know. Verbalizing helps children to solidify spatial concepts. Exposing children to a wide variety of experiences, helps build vocabulary.**  **Children need to experience direction through movement and senses in order to describe their movements with words.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to use the appropriate words to describe relative location. | |  |  |  |
| 1. Uses the correct language to describe features of the environment and structures found in everyday life. | |  |  |  |
| 1. Uses labels and symbols for objects the children see daily. | |  |  |  |
| 1. **ECONOMICS/WORLD OF WORK**   **The principles of economics influence everyday routines of life. Concepts and understandings develop when young children explore individual interests and build on their own experiences and what they already know. Their interest in the work people do and the tools they use provides a strong foundation for economic basics.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to identify pictures of work and names the occupation. | |  |  |  |
| 1. Matches tools to the jobs they belong to. | |  |  |  |
| 1. Pretends to perform the jobs of different workers through play. | |  |  |  |
| 1. **ECONOMICS/MAKING CHOICES**   **If young children are allowed to make choices, then making decisions for themselves as they grow becomes less difficult. Guiding young children to make simple choices will give them the experience and confidence to make good decisions on their own as they grow. It is important to help young children understand that people work to earn money and use money to buy the things they want and need.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to Identify choices. | |  |  |  |
| 1. Choose daily tasks. | |  |  |  |
| 1. Role play situations where choices are made. | |  |  |  |
| 1. **CIVICS/CITIZENSHIP**   **The early years are the ideal time for children to understand democratic norms and values (justice, equality, etc.) in their families, classrooms, and communities. Applying these concepts to the nation and world will be easier if the child has experienced and appreciated them on a smaller scale. Democracies are built on the belief that people should be free, should have choices and opportunities, and should work together to make each other’s lives better. To maintain our democratic society, we must teach our children to be good citizens.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to work with others to complete a joint activity. | |  |  |  |
| 1. Works together to create rules for the classroom. | |  |  |  |
| 1. Works together in discussing and solving problems in the classroom. | |  |  |  |
| 1. Shares thoughts and feelings in group settings. | |  |  |  |
| 1. Begins to demonstrate proper behaviors for handling classroom materials. | |  |  |  |
| 1. Learns to identify the needs of other people by helping them. | |  |  |  |
| **HEALTH AND PHYSICAL DEVELOPMENT** | | | | |
| 1. **SKILLED MOVEMENT/LOCOMOTOR SKILLS**   **Locomotor movement progressions (walking, running, jumping, leaping, hopping, skipping, sliding, and galloping) are built on patterns. The body prepares the brain for learning by mastering movements that lay the framework for sequencing thoughts and recognizing patterns. Information arranged in patterns is more easily processed, stored, and retrieved. Mathematical and science concepts are built on patterns.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to demonstrate selected locomotor skills. | |  |  |  |
| 1. Demonstrates continuing forms of walking and running skills. | |  |  |  |
| 1. **SKILLED MOVEMENT/NON-LOCOMOTOR SKILLS**   **Non-locomotor skills permit the child to move his/her body without changing location. The child can learn to twist, turn, curl, stretch, reach, tuck, and use the spatial components of balance, coordination, spatial awareness, directionality, and vision. These skills are developed as the child rolls, curls, spins, twirls, bounces, stretches, balances, and supports his/her own weight in space. They may be practiced in conjunction with the basic locomotor movements.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Learns to balance. | |  |  |  |
| 1. Learns to keep his/her balance while walking in a straight line. | |  |  |  |
| 1. Keeps his/her balance while climbing up steps.. | |  |  |  |
| 1. **MANIPULATIVE SKILLS**   **The manipulative skills of tossing, catching, throwing, aiming, striking, jumping, juggling, kicking, bouncing, and dribbling develop visual tracking of moving objects, eye-hand and eye-foot coordination, visual fields, cross lateralization, sequencing of patterns, and dynamic balance. These skills aid the brain in organizing thoughts in sequence. Tracking exercises strengthen the eye muscles and visual fields used in reading. Eye-hand coordination, manipulation skills, strength, dexterity, and motor control are also essential for physical development of fine motor skills.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to manipulate various objects during unstructured physical activity settings. | |  |  |  |
| 1. Begins to manipulate small objects with one hand independently, the other hand independently, and both hands working on the same task. | |  |  |  |
| 1. **MOVEMENT PRINCIPLES & CONCEPTS**   **Movement in both personal (self-space) and general space is navigation in one’s environment that allows the child to develop motor skills, self-awareness, self-esteem, and social skills critical to his/her ability to learn. Children gain the knowledge of movement by practicing the concepts regularly during structured or unstructured movement opportunities offered both indoors and outdoors.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to show understanding of movement concepts by performing various movements. | |  |  |  |
| 1. Begins to learn locomotor movements through imitation and repetition. | |  |  |  |
| 1. **PERSONAL FITNESS**   **Physical fitness helps children get through the day without fatigue and makes them more alert. When children engage in exercise that elevates the heart rate, the brain and body go into a homeostatic state, balancing brain chemicals, hormones, and body systems. Blood traveling to the brain at a greater rate feeds the brain the needed nutrients of oxygen and glucose, increasing the brain’s ability to retain or retrieve memory. Engaging in vigorous activity gives the brain the nutrients it needs to function at an optimal state and benefit the learner.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Participates in activities that raise the child’s heart rate and breathing rate. | |  |  |  |
| 1. Participate in activities meant to strengthen major muscle groups. | |  |  |  |
| 1. Participates in activities designed to enhance flexibility. | |  |  |  |
| 1. **RESPONSIBLE BEHAVIORS**   **All children must be provided with opportunities to follow directions in group settings, use safe behaviors, follow rules, take turns, and demonstrate an understanding of what cooperation means. These behaviors need to be practiced on a regular/daily basis so that acceptable behaviors are learned and reinforced.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Begins to acquire the knowledge of safe behaviors. | |  |  |  |
| 1. Demonstrates parallel play while learning to share equipment and space and taking turns. | |  |  |  |
| 1. Learns to interact with all children. | |  |  |  |
| 1. Listens to and follows simple directions. | |  |  |  |
| 1. **PHYSICALLY ACTIVE LIFESTYLE**   **Being physically active for an hour a day helps children stay healthy, do better in school, maintain a healthy weight, feel happy and energized, and get sick less often. Children who experience success in movement activities show higher levels of self-esteem and a greater sense of accomplishment. Engaging in regular physical activity should be encouraged at every opportunity as it prepares the developing brain for learning by providing a healthier body that works more efficiently.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Identifies activities that he/she likes and dislikes | |  |  |  |
| 1. Participates in structured and unstructured activities daily. | |  |  |  |
| 1. Participate in activities designed towards different levels of proficiency. | |  |  |  |
| **PERSONAL AND SOCIAL DEVELOPMENT** | | | | |
| 1. **SELF-CONCEPT**   **The essence of early personal and social development is a child’s self-concept. A growing sense of self-worth enables a confident child to participate in most classroom activities, express emotions, explore toys and materials, and interact with others in the classroom. To develop this confidence, preschool children need many opportunities to engage in activities with others. At times, young children need support to try new classroom activities.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Demonstrates knowledge of personal information such as his/her first and last name and age.. | |  |  |  |
| 1. Solve simple conflicts with peers., with independence, using body language or words.. | |  |  |  |
| 1. Recognize and label basic emotions. Describe self using several basic characteristics and begin to respect the differences of others. | |  |  |  |
| 1. Express feelings and opinions that are appropriate to the situation. | |  |  |  |
| 1. Begins to demonstrate self-direction in the use of materials. | |  |  |  |
| 1. Show some initiative, self direction and independence in daily school activities. | |  |  |  |
| 1. **SELF-REGULATION**   **Self-regulation is the ability to control and direct one’s own feelings, thoughts, and actions. Research shows that children’s self-regulation behaviors in the early years predict their school achievement in reading and mathematics more accurately than their IQ scores (Blair, C., & R.P. Razza, 2007). Young children benefit from routines and structure. They find comfort and feel secure when they can predict the flow of events and people each day. Learning to manage change is an important skill for preschoolers. Young children are most successful handling transitions when they are told what to expect in advance. Prior knowledge enables young children to feel in control and participate with confidence. Children increase self-regulation through movement, not by sitting still.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Uses appropriate communication skills when expressing needs, wants and feelings. | |  |  |  |
| 1. Begins to understand and follow rules | |  |  |  |
| 1. Uses materials with purpose, safety and respect. | |  |  |  |
| 1. Begins to adapt to change. | |  |  |  |
| 1. Begins to transition with guidance.. | |  |  |  |
| 1. **APPROACHES TO LEARNING**   **As young children develop more awareness perceptually, they are naturally curious and ask questions about everything they encounter. As children gain experience with asking questions, they ask for clarification or additional information. Preschoolers should be able to attend to tasks for 10-20 minutes. They may need frequent assistance and support to work until tasks are finished or problems are solved. A sensitive and responsive adult can model approaches and provide support as children develop increasing competence.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Exhibits eagerness and curiosity as a learner. | |  |  |  |
| 1. Begins to demonstrate persistence and creativity in seeking solutions to problems. | |  |  |  |
| 1. Demonstrates engagement and sustained attention in age appropriate activities. | |  |  |  |
| 1. Begins to seek and accept adult help when needed to solve a problem or resolve a conflict. | |  |  |  |
| 1. **INTERACTION WITH OTHERS**   **Young children are learning to communicate with others. The ability to relate well with others requires physical, social, linguistic, cognitive, emotional, and interpersonal skills. To accomplish competence in social interaction, children need coaching and sensitive adult guidance. As children learn appropriate skills for communication with others, the adult can continue to offer support and encouragement when needed.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Interacts verbally and non verbally with other children. | |  |  |  |
| 1. Begins to initiate verbal and non verbal strategies for making a new friend. | |  |  |  |
| 1. Begins to use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. | |  |  |  |
| 1. Begins to engage in cooperative group play. | |  |  |  |
| 1. Begins to use age appropriate vocabulary. | |  |  |  |
| 1. Begins to recognize the feelings and perspective of others. Shows empathy and caring for others. | |  |  |  |
| 1. **SOCIAL PROBLEM SOLVING**   **Young children are developing increasing self-regulation and need positive guidance to teach and reinforce important social skills. They rely on sensitive adults to step in when frustrations develop, to teach them appropriate ways to express their needs, and to help them share with others. When children face conflicts with their peers, adults can coach and model appropriate ways to communicate needs and feelings, by getting help and using effective verbal skills.** | | | | |
| SKILLS | | Introduced | Reinforced | Accomplished |
| 1. Uses age appropriate language and actions to express feelings. | |  |  |  |
| 1. Begins to recognize a problem and work toward a solution with guidance. | |  |  |  |
| 1. Begins to take turns with assistance. | |  |  |  |
| 1. Begins to share materials and experiences and take turns. | |  |  |  |
| 1. Begins to include others in activities. | |  |  |  |