# STANDARDS ALIGNMENT

## NAEYC

## BIRTH-EIGHT YEARS

Lil Dreamers Dream Big is a research-based curriculum designed for ages 2-5 years old. We approach learning through a balance of play and teacher engagement to create a well-rounded learning experience. We believe that child exploration is key for cognitive and creative development. In addition, teacher direction enhances the children's skills to develop a deeper understanding of the concepts being taught. Lil Dreamers Dream Big was created to aid educators in meeting the appropriate goals and standards for early childhood classrooms while also establishing an engaging experience for the children.

This document illustrates Lil Dreamers Dream Big's alignment with NAEYC's standards for preschool curriculum. These standards are detailed in the <u>NAEYC Early Learning Program Accreditation Standards and Assessment Items</u>.

Sources:
"NAEYC Early Learning Program Accreditation Standards and Assessment Items," National Association for the Education of Young Children, 2022.

| NAEYC Curriculum Standards | LDDB Curriculum |
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| **2.A—Essential Characteristics**<br>Topic 2.A addresses the necessity for a clear, coherent philosophy and explicit educational goals for meeting the learning and developmental needs of all children in an early childhood program. It emphasizes effective use of groupings, settings, and schedules and the importance of materials that reflect not only the lives of the children and families in the program but also the diversity found in society. | Lil Dreamers Dream Big's philosophy statement (see Title Page) outlines our approach to learning and our goals for both the educators and the children in their care. Our curriculum provides valuable teacher resources that outline how to develop an effective learning environment through various centers, rotations, and tools. We also provide a sample schedule using all the resources Lil Dreamers Dream Big has to offer. Our program is designed to be effective in a variety of classrooms, from family childcare to a large center. |
| **2.B—Social and Emotional Development**<br>Topic 2.B addresses formal and informal plans as well as opportunities for fostering children's healthy social and emotional growth through the development of friendships, self-regulation skills, empathy, and the ability to resolve conflict in positive ways. | Lil Dreamers Dream Big provides a variety of activities each month that foster children's social and emotional development. Informally, large group activities demonstrate social understanding, teamwork, and self-regulation. Small group activities develop peer and adult relationships. Formally, our curriculum includes activities specifically created to develop positive character traits that further a person's ability to be empathetic and understand their own needs and emotions. |

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| **2.C—Physical Development**<br>Topic 2.C addresses program plans, materials, and equipment for the support of children's large motor development. | Our program offers weekly activities geared toward children's large and small motor development. We provide a variety of engaging, theme-based ways to promote movement in different environments, both indoors and outdoors. Lil Dreamers Dream Big values the importance of learning while moving and playing, and we believe this is an effective way to further children's development. |
| **2.D—Language Development**<br>Topic 2.D addresses program plans and materials for supporting children's language development. The goals and objectives for language acquisition address both verbal and nonverbal communication and are rooted in ethnic and other community traditions. | Lil Dreamers Dream Big promotes language development by providing the educators with a variety of means to encourage verbal and nonverbal communication in their classroom. Daily discussion topics and questions provide opportunities for group conversations. Our program provides a variety of activities that are ideal to promote nonverbal communication, whether through gestures or writing. |
| **2.E—Early Literacy**<br>Topic 2.E addresses program plans and materials for supporting early literacy through reading, learning letters and sounds, writing, and immersion in a print-rich environment. | Our curriculum works to develop early literacy through the designated, monthly exploration of 2-3 letters, sight words, theme-based vocabulary, and rhyming families. Throughout each month, we work to achieve further understanding of these literacy concepts with colorful and engaging activities. Lil Dreamers Dream Big also provides monthly resources that promote early writing and reading skills through letter tracing, print exploration, and more. |

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| ### 2.F—Early Mathematics<br><br>Topic 2.F addresses program plans and materials for supporting the acquisition of early mathematics, including numbers, operations, attributes, geometry, measurement, time, patterns, and vocabulary. | Lil Dreamers Dream Big supports early mathematics with weekly activities geared towards developing an emerging knowledge of number identification, counting, number operations, geometry, measuring, sorting, and patterning. Our curriculum provides in-depth reviews of 2 designated numbers and a shape and color of each month. Our goal is to create engaging learning opportunities for each child to begin mastering a variety of mathematical concepts. |
| ### 2.G—Science<br><br>Topic 2.G addresses program plans for experiences and materials that support children's scientific inquiry and knowledge through observation, the use of simple tools, representation of findings, and the use of scientific terminology and vocabulary. | Lil Dreamers Dream Big supports scientific thinking through activities and discussions that encourage the classroom to problem solve and to think critically. Our program provides weekly, theme-based ideas that can be added to any classroom's science center. Each month's theme provides different opportunities to explore topics relating to life science, earth science, and/or physical science. |
| ### 2.H—Technology<br><br>Topic 2.H addresses program plans for experiences and materials that support children's use of technology that extends learning in the classroom as well as integrates and enriches the curriculum. | While our program emphasizes the importance of hands-on learning, we understand the necessity of technology in a highly technological world. Lil Dreamers Dream Big can be used digitally when desired. We also provide monthly videos of our theme-based music for the classroom to use at any time. |

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| **2.J—Creative Expression and Appreciation for the Arts** <br><br> Topic 2.J addresses program plans and materials for supporting children's expression of and engagement in art, music, dance, and drama. | Lil Dreamers Dream Big supports creative arts and expression with daily art activities. Our use of a variety of materials provides engaging opportunities that foster a child's tendency to be creative. Additionally, we recommend ways to create a theme-based Dramatic Play Center that promotes imagination and self-expression. Our program also provides theme-based music to the tunes of common songs and rhymes, which can be used throughout the entire month. |
| **2.K—Health and Safety** <br><br> Topic 2.K addresses program plans and materials that support children's understanding and practice of sound health, nutrition, and safety practices. | Lil Dreamers Dream Big has an entire domain dedicated to the knowledge of health and safety skills. Besides our goal for an engaging learning environment, our program works to support every educator with creating a safe place for their children. Our activities are developed with the safety of each child in mind. Our program also has themes and topics throughout the year that teach about the various aspects of health, nutrition, and safety. |

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| ### 2.L—Social Studies<br><br>Topic 2.L addresses program plans and materials for supporting children's understanding of social roles and rules, the local community, their own contributions to the well-being of the social and physical environments in which they live, and diversity not only within their classroom but also in the larger world. | Our curriculum promotes the understanding of social roles and rules through the use of designated large and small group play. Lil Dreamers Dream Big also has themes and topics throughout the year that encourage learning and interest in geography, community, economics, and history. Our program provides resources to help teachers create a learning environment that promotes the appreciation of a diverse world, both in and out of the classroom. |
| **NAEYC Accreditation Assessment Items For Standard 2—Curriculum** | |
| ## 2A.1<br>The class's learning spaces offer learning experiences related to all these cognitive content areas: literacy; mathematics; science; technology; creative expression and the arts; health and safety; social studies. | ## LDDB Teacher Resources<br>Can be seen in Learning Environment & Sample Schedule. |
| ## 2A.2<br>Show or describe two examples of how you change classroom materials or equipment as children's skill levels change over time.<br>## 2A.3<br>Show or describe one example of how you have changed classroom materials or equipment to accommodate the individual needs of a child in the class. | ## LDDB Dream Guides<br>Examples can be seen in the Simplify, Challenge, and Teacher Tip sections. |

| NAEYC Accreditation Assessment Items For Standard 2—Curriculum | LDDB Curriculum Resources And Developmental Continuum |
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| **2A.4**<br>Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies.<br><br>**2A.5**<br>Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2A.6**<br>Show two examples of how your written curriculum or curriculum framework can be modified to reflect the values, beliefs, and experiences of families in your program. | **LDDB Teacher Resources**<br>Can be seen in Learning Environment.<br><br>**LDDB Developmental Continuum Social-Emotional SE1: Self-Awareness**<br>Goal: Child demonstrates confidence in their own identity as individuals and in relation to others.<br><br>**LDDB Developmental Continuum Social Studies SS3: Community**<br>Goal: Child demonstrates an emerging understanding of their role in the community. |
| **2A.7**<br>Show one example of how your written curriculum or curriculum framework can be modified to reflect the languages spoken by families in the program. | **LDDB Developmental Continuum Language & Literacy LL6: Expressive Language**<br>Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures. |

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| **2A.8** Show that your written curriculum or curriculum framework shows teachers how they can use child assessment information to individualize learning plans. | **LDDB Teacher Resources** Can be seen in the Progress Report. |
| **2B.1** Children have chances to recognize and name other people's feelings. **2B.2** For infants, educators show and name their own feelings and the feelings of other children. | **LDDB Developmental Continuum Social-Emotional SE2: Emotional Expression** Goal: Child demonstrates understanding of their own emotions and the emotions of others. |
| **2B.3** Children have chances to learn how to resolve conflicts in constructive ways. | **LDDB Developmental Continuum Social-Emotional SE3: Social Understanding** Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups. |
| **2B.4** Children have chances to understand that other people may have different thoughts and opinions than theirs. **2B.5** Children have chances to learn that other people may have different feelings than they do. | **LDDB Developmental Continuum Social-Emotional SE1: Self-Awareness** Goal: Child demonstrates confidence in their own identity as individuals and in relation to others. |

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| **2C.1** Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure. | **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, and Dream Bigger sections. **LDDB Developmental Continuum Physical Development PD4: Gross Motor** Goal: Child demonstrates ability to use and control their large muscles. |
| **2D.1** Children have discussions with each other or with educators to solve problems related to the physical world. | **LDDB Developmental Continuum Language & Literacy LL6: Expressive Language** Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures. |
| **2D.2** Educators use words that children may not understand and provide explanations or examples of these words. | **LDDB Developmental Continuum Language & Literacy LL5: Receptive Language** Goal: Child demonstrates an understanding of spoken language and communication. |
| **2D.3** Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems. | **LDDB Developmental Continuum Social-Emotional SE3: Social Understanding** Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups. |
| **2D.4** Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world. | **LDDB Developmental Continuum Social-Emotional SE5: Peer Relationships** Goal: Child demonstrates ability to establish close relationships with their peers. |

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| **2D.5**<br>Show or describe how you incorporate family language preferences into the curriculum. | **LDDB Developmental Continuum Language & Literacy LL6: Expressive Language**<br>Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.<br>**LDDB Developmental Continuum Language & Literacy LL5: Receptive Language**<br>Goal: Child demonstrates an understanding of spoken language and communication. |
| **2D.6**<br>Show or describe how your curriculum related to language acquisition considers community perspectives. | **LDDB Developmental Continuum Social Studies SS3: Community**<br>Goal: Child demonstrates an emerging understanding of their role in the community. |
| **2E.1**<br>Educators play individually with infants, toddlers, and twos by singing songs. | **LDDB Developmental Continuum Social-Emotional SE4: Adult Relationships**<br>Goal: Child demonstrates ability to establish close relationships with familiar adults. |
| **2E.2**<br>Educators help children connect print to spoken word. | **LDDB Developmental Continuum Language & Literacy LL4: Emergent Reading & Comprehension**<br>Goal: Child demonstrates emerging understanding of printed text. |
| **2E.3**<br>Some of the books available to children relate to current learning topics, themes, or activities. | **LDDB Monthly Files**<br>Recommended books can be seen in each month's Dreams & Lyrics resource. |

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| **2E.4**<br>Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers. | **LDDB Developmental Continuum Language & Literacy LL3: Emergent Writing**<br>Goal: Child demonstrates early writing skills as a means of communication.<br>**LDDB Teacher Resources**<br>Can be seen in Learning Environment. |
| **2E.5**<br>Educators help children write the words and messages they are trying to communicate. | **LDDB Developmental Continuum Language & Literacy LL3: Emergent Writing**<br>Goal: Child demonstrates early writing skills as a means of communication. |
| **2E.6**<br>Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards. | **LDDB Monthly Files**<br>Weekly Topic Posters are provided every month for the teacher's use. |
| **2E.7**<br>Educators model the process of print writing. | **LDDB Developmental Continuum Language & Literacy LL3: Emergent Writing**<br>Goal: Child demonstrates early writing skills as a means of communication. |
| **2E.9**<br>Show two examples of songs you sing to infants, toddlers, or twos during teacher-child one-on-one play.<br>**2E.10**<br>Show two examples of simple rhymes you share with infants, toddlers, or twos during teacher-child one-on-one play. | **LDDB Developmental Continuum Social-Emotional SE4: Adult Relationships**<br>Goal: Child demonstrates ability to establish close relationships with familiar adults.<br>**LDDB Monthly Files**<br>Theme-based songs can be seen in each month's Dreams & Lyrics resource. |

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| **2E.11**<br>Show two examples of interactive, routine games you share with infants during teacher-child one-on-one play. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2E.12**<br>Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day. | **LDDB Monthly Files**<br>Recommended books can be seen in each month's Dreams & Lyrics resource. |
| **2E.13**<br>Show two examples of songs or games involving sequences of gestures you share with toddlers or twos during teacher-child one-on-one play. | **LDDB Monthly Files**<br>Theme-based songs can be seen in each month's Dreams & Lyrics resource. |
| **2E.14**<br>Show or describe two examples of ways you help toddlers or twos understand that pictures (in books, on screen, or elsewhere) can represent real things in the environment.<br><br>**2E.15**<br>Show or describe two examples of ways you help children connect print to spoken word.<br><br>**2E.16**<br>Show or describe how children have chances to retell or reenact events in storybooks.<br><br>**2E.17**<br>Show two examples of lesson plans that link books to current learning topics, themes, or activities. | **LDDB Developmental Continuum Language & Literacy LL4: Emergent Reading & Comprehension**<br>Goal: Child demonstrates emerging understanding of printed text.<br>**LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Monthly Files**<br>Recommended books can be seen in each month's Dreams & Lyrics resource. |

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| **2E.18** Show that writing materials or activities are readily available in three learning centers other than the writing center. **2E.19** Show through lesson plans or activity schedules that children have daily opportunities to write or dictate their ideas. **2E.20** Show or describe how you help children write the words and messages they are trying to communicate. | **LDDB Developmental Continuum Language & Literacy LL3: Emergent Writing** Goal: Child demonstrates early writing skills as a means of communication. **LDDB Teacher Resources** Examples can be seen in Learning Environment & Sample Schedule. **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2E.21** Show that printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards. | **LDDB Monthly Files** Weekly Topic Posters and Concept Display Cards are provided every month for the teacher's use. |
| **2E.22** Show and describe two examples of how you model the process of print writing. **2E.23** Show one example of a lesson plan about how writing is used in daily life. | **LDDB Developmental Continuum Language & Literacy LL3: Emergent Writing** Goal: Child demonstrates early writing skills as a means of communication. **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |

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| **2E.24** Show one example of a lesson plan in which you play a game that encourages kindergarteners and school-agers to identify phonemes in words. | **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. **LDDB Developmental Continuum Language & Literacy LL2: Phonological Awareness** Goal: Child demonstrates understanding of the sounds that make up letters and words. |
| **2E.25** Show that kindergarteners' and school-agers' schedules allow for time to write independently each day. | **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. **LDDB Developmental Continuum Language & Literacy LL3: Emergent Writing** Goal: Child demonstrates early writing skills as a means of communication. **LDDB Teacher Resources** Examples can be seen in Learning Environment & Sample Schedule. |
| **2F.1** Infants, toddlers, and twos have chances to play with toys in a variety of shapes. | **LDDB Teacher Resources** Examples can be seen in Learning Environment & Sample Schedule. **LDDB Developmental Continuum Mathematics M4: Geometry** Goal: Child demonstrates ability to recognize shapes and their qualities. **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |

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| **2F.2**<br>Infants, toddlers, and twos have chances to play with toys in graduated sizes.<br><br>**2F.3**<br>Infants, toddlers, and twos have chances to play with toys and objects in a variety of colors. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Developmental Continuum Mathematics M7: Sorting**<br>Goal: Child demonstrates ability to compare and sort items into groups according to observable properties.<br>**LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2F.4**<br>Infants, toddlers, and twos have chances to play with a variety of visually patterned toys and other objects. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Developmental Continuum Mathematics M6: Patterning**<br>Goal: Child demonstrates understanding of varying patterns and can repeat a sequence or create their own.<br>**LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2F.4**<br>Children have chances to see and learn about number concepts. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Developmental Continuum Mathematics M1:<br>Number Knowledge**<br>Goal: Child demonstrates basic understanding of numbers, separate from quantity. |

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| **2F.6** There are toys and other objects in the learning environment that children can categorize by shape, size, and color. | **LDDB Teacher Resources** Examples can be seen in Learning Environment. **LDDB Developmental Continuum Mathematics M7: Sorting** Goal: Child demonstrates ability to compare and sort items into groups according to observable properties. |
| **2F.7** There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes. | **LDDB Teacher Resources** Examples can be seen in Learning Environment. **LDDB Developmental Continuum Mathematics M4: Geometry** Goal: Child demonstrates ability to recognize shapes and their qualities. |
| **2F.8** Children have chances to recognize and name repeating patterns. | **LDDB Developmental Continuum Mathematics M6: Patterning** Goal: Child demonstrates understanding of varying patterns and can repeat a sequence or create their own. **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2F.9** Kindergartners and school-agers have chances to make and record measurements of things. | **LDDB Developmental Continuum Mathematics M5: Measuring** Goal: Child demonstrates an understanding of an item's measurable qualities (size, length, weight, etc.) **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |

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| **2F.10**<br>There are toys and other materials in the learning environment that allow kindergarteners and school-agers to create or explore repeating and growing patterns. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Developmental Continuum Mathematics M6: Patterning**<br>Goal: Child demonstrates understanding of varying patterns and can repeat a sequence or create their own. |
| **2F.11**<br>Kindergarteners and school-agers have chances to do addition, subtraction, and other numerical operations in the classroom environment. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Developmental Continuum Mathematics M3: Number Operations**<br>Goal: Child demonstrates emerging understanding of the processes involved with solving simple math problems. |
| **2F.12**<br>Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each). | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment. |
| **2F.13**<br>Show or describe two examples of experiences or materials you provide that help children learn about number concepts. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Developmental Continuum Mathematics M1: Number Knowledge**<br>Goal: Child demonstrates basic understanding of numbers, separate from quantity. |

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| **2F.14**<br>Show two lesson plans in which children learn to understand basic concepts of geometry. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Developmental Continuum Mathematics M4: Geometry**<br>Goal: Child demonstrates ability to recognize shapes and their qualities. |
| **2F.15**<br>Show two lesson plans in which children learn to understand repeating patterns. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Developmental Continuum Mathematics M6: Patterning**<br>Goal: Child demonstrates understanding of varying patterns and can repeat a sequence or create their own. |
| **2F.16**<br>Show two lesson plans in which kindergarteners and school-agers make and record measurements of things. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Developmental Continuum Mathematics M5: Measuring**<br>Goal: Child demonstrates an understanding of an item's measurable qualities (size, length, weight, etc.). |

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| **2F.17**<br>Show two lesson plans in which kindergarteners and school-agers create, represent, discuss and/or extend repeating and growing patterns. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Developmental Continuum Mathematics M6: Patterning**<br>Goal: Child demonstrates understanding of varying patterns and can repeat a sequence or create their own. |
| **2F.18**<br>Show or describe two examples of materials or experiences that encourage kindergarteners and school-agers to do addition, subtraction, and other numerical functions using numerical symbols and operators. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Teacher Resources**<br>Examples can be seen in Learning Environment & Sample Schedule.<br>**LDDB Developmental Continuum Mathematics M3: Number Operations**<br>Goal: Child demonstrates emerging understanding of the processes involved with solving simple math problems. |
| **2F.19**<br>Show two examples of high contrast visual stimuli that are available to infants in the classroom environment.<br>**2F.20**<br>Infants have chances (two or more) to look at high contrast visual stimuli. | **LDDB Monthly Files**<br>Weekly Topic Posters and Monthly Display Cards are available each month for the teacher's use. |

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| **2G.1**<br>Infants, toddlers, and twos have access to toys and other things they can play with to make things happen.<br><br>**2G.2**<br>Infants, toddlers, and twos have access to toys and other things they can play with and discover how to solve simple problems. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Developmental Continuum**<br>**Scientific Inquiry SI1:**<br>**Critical Thinking**<br>Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions. |
| **2G.3**<br>There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays.<br><br>**2G.4**<br>Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Dream Guides**<br>Suggestions for activities can be seen in the Science Center part of the Dream Bigger section.<br>**LDDB Developmental Continuum**<br>**Scientific Inquiry SI1:**<br>**Critical Thinking**<br>Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions. |
| **2G.5**<br>Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each). | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Dream Guides**<br>Suggestions for activities can be seen in the Sensory Center part of the Dream Bigger section. |

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| **2G.6**<br>Show two toys, materials, or activities designe d for infants, toddlers, or twos to play with to make things happen.<br>**2G.7**<br>Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Developmental Continuum**<br>**Scientific Inquiry SI1:**<br>**Critical Thinking**<br>Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions. |
| **2G.8**<br>Show two lesson plans that teach children about the structure and properties of matter. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Developmental Continuum**<br>**Scientific Inquiry SI2:**<br>**Physical Science**<br>Goal: Child demonstrates an emerging understanding of non-living organisms. |
| **2G.9**<br>Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).<br>**2G.10**<br>Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena. | **LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections.<br>**LDDB Developmental Continuum**<br>**Scientific Inquiry SI1:**<br>**Critical Thinking**<br>Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions. |

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| **2G.11** Show or describe two ways you teach children to learn and use science-related vocabulary. | **LDDB Teacher Resources** Examples can be seen in Learning Environment. **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. **LDDB Developmental Continuum Scientific Inquiry SI1: Critical Thinking** Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions. |
| **2H.1** Show two lesson plans in which you use technology to enrich your curriculum. | **LDDB Dream Guides** Suggestions for activities can often be seen in the Dream Bigger section. **LDDB Developmental Continuum Scientific Inquiry SI5: Technology** Goal: Child demonstrates an emerging ability to use technology appropriately. |
| **2J.1** Children have chances to appreciate culturally diverse visual arts in their learning environment. **2J.2** Children have chances to appreciate culturally diverse dramatic arts in their learning environment. | **LDDB Monthly Files** Can be seen in the theme-based visuals and displays that are provided each month. **LDDB Teacher Resources** Examples can be seen in Learning Environment. **LDDB Dream Guides** Suggestions for activities can often be seen in the Dramatic Play part of the Dream Bigger section. |

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| **2J.3**<br>Infants, toddlers, and twos have chances to explore and manipulate age-appropriate art materials.<br>**2J.4**<br>Children have chances to develop and practice art skills.<br>**2J.5**<br>Children have chances to create both two- and three-dimensional art.<br>**2J.6**<br>Show two lesson plans that help children appreciate visual arts from different cultures. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Dream Guides**<br>Examples can be seen in the Create the Dream section.<br>**LDDB Developmental Continuum**<br>**Creative Arts CA1: Visual Arts**<br>Goal: Child demonstrates an interest in developing artistic skills using various mediums. |
| **2J.7**<br>Show two lesson plans that help children appreciate dramatic arts from different cultures. | **LDDB Dream Guides**<br>Examples can be seen in the Dramatic Play part of the Dream Bigger section.<br>**LDDB Developmental Continuum**<br>**Creative Arts CA1: Visual Arts**<br>Goal: Child demonstrates an interest in developing artistic skills using various mediums. |
| **2J.8**<br>Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age-appropriate art materials.<br>**2J.9**<br>Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Dream Guides**<br>Examples can be seen in the Create the Dream section.<br>**LDDB Developmental Continuum**<br>**Creative Arts CA1: Visual Arts**<br>Goal: Child demonstrates an interest in developing artistic skills using various mediums. |

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| **2J.10** Provide two examples showing or describing how you teach vocabulary and/or concepts related to music. | **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. **LDDB Developmental Continuum Creative Arts CA2: Music** Goal: Child demonstrates self-expression and creativity through the exploration of musical techniques. |
| **2J.11** Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama. | **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. **LDDB Developmental Continuum Creative Arts CA3: Drama** Goal: Child demonstrates self-expression and creativity through the exploration of dramatic play. |
| **2J.12** Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance. | **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. **LDDB Developmental Continuum Creative Arts CA4: Dance** Goal: Child demonstrates self-expression and creativity through the exploration of rhythmic movement. |

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| **2J.13**<br>Show three examples of opportunities and materials you provide for children to create three-dimensional art. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Dream Guides**<br>Examples can be seen in the Create the Dream section.<br>**LDDB Developmental Continuum**<br>**Creative Arts CA1: Visual Arts**<br>Goal: Child demonstrates an interest in developing artistic skills using various mediums. |
| **2L.1**<br>Children have chances to learn that families have a variety of family structures.<br>**2L.2**<br>Children have chances to learn specific details about the actual community in which they live. | **LDDB Teacher Resources**<br>Examples can be seen in Learning Environment.<br>**LDDB Developmental Continuum**<br>**Social Studies SS3: Community**<br>Goal: Child demonstrates an emerging understanding of their role in the community.<br>**LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2L.3**<br>Children have chances to learn about the physical and geographic characteristics of their local environment. | **LDDB Developmental Continuum**<br>**Social Studies SS1: Geography**<br>Goal: Child demonstrates basic understanding of geography through awareness of location.<br>**LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |

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| **2L.4** Children have chances to build a basic understanding of economic concepts. | **LDDB Developmental Continuum** **Social Studies SS2: Economics** Goal: Child demonstrates an emerging understanding of basic economics and negotiation. **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2L.5** Show or describe two ways you help children learn about the diversity of family structure in society. **2L.6** Show or describe two ways you help children learn about people with differing abilities. **2L.7** Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities. **2L.8** Show or describe two ways you help children learn specific details about the actual community in which they live. | **LDDB Teacher Resources** Examples can be seen in Learning Environment. **LDDB Developmental Continuum** **Social Studies SS3: Community** Goal: Child demonstrates an emerging understanding of their role in the community. **LDDB Dream Guides** Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |

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|---|---|
| **2L.9**<br>Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment. | **LDDB Developmental Continuum**<br>**Social Studies SS1: Geography**<br>Goal: Child demonstrates basic understanding of geography through awareness of location.<br>**LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2L.10**<br>Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts. | **LDDB Developmental Continuum**<br>**Social Studies SS2: Economics**<br>Goal: Child demonstrates an emerging understanding of basic economics and negotiation.<br>**LDDB Dream Guides**<br>Examples can be seen in Discover the Dream, Develop the Dream, Create the Dream, and Dream Bigger sections. |
| **2L.11**<br>Show or describe two examples of how your program educates families on eco-healthy practices. | **LDDB Monthly Files**<br>Monthly, customizable newsletters are available for use to send home to the children's families. |