



STANDARDS ALIGNMENT

OKLAHOMA EARLY LEARNING GUIDELINES FOR CHILDREN

BIRTH-FIVE 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 provides a list of the standards aligned with the Oklahoma Department of Human Services (2018/2019).

Source: Oklahoma Department of Human Services, Oklahoma Child Care Services, Oklahoma Early Learning Guidelines for Infants, Toddlers, and Twos, 2018.

Source: Oklahoma Department of Human Services, Oklahoma Child Care Services, Oklahoma Early Learning Guidelines for Children, 2019.

APPROACHES TO LEARNING

1. The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.

Young Infant: 0-8 months

The Baby May: Begin to show interest in exploring his/her environment.

Mobile Infant: 6-18 months

The Baby May: Increase attention span and persist in repetitive tasks.

Toddler: 16-36 months

The Toddler May: Explore relationships and the environment independently and with purpose.

CREATIVE SKILLS

1. The child participates in activities to foster individual creativity.

Young Infant: 0-8 months

The Baby May: Respond to or show interest in sights and sounds in the environment.

Mobile Infant: 6-18 months

The Baby May: Begin to understand his/her world by using senses to explore and experience the environment.

Learning Approach LA1:

Curiosity

Goal: Child demonstrates interest in exploring and learning about their environment, people, and materials.

Learning Approach LA2:

Engagement

Goal: Child demonstrates focused attention on tasks or activities.

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CREATIVE SKILLS

1. The child participates in activities to foster individual creativity.

Toddler: 16-36 months

The Toddler May: Begin to express thoughts and feelings through creative movement, music and dramatic activities.

Creative Arts CA2: Music

Goal: Child demonstrates self-expression and creativity through the exploration of musical techniques.

Creative Arts CA3: Drama

Goal: Child demonstrates self-expression and creativity through the exploration of dramatic play.

Creative Arts CA4: Dance

Goal: Child demonstrates self-expression and creativity through the exploration of rhythmic movement.

COMMUNICATION SKILLS AND EARLY LITERACY

1. Receptive (Listening):

The child hears and responds to sounds in the environment.

Young Infant: 0-8 months

The Baby May: Demonstrate awareness of communication through listening and observing.

Mobile Infant: 6-18 months

The Baby May: Begin to recognize sounds and/or spoken words for familiar objects, people and simple requests.

Toddler: 16-36 months

The Toddler May: Begin to understand more requests and detailed statements referring to positions in space, places, ideas, actions, people and feelings.

Language & Literacy LL5: Receptive Language

Goal: Child demonstrates an understanding of spoken language and communication.

**COMMUNICATION SKILLS
AND EARLY LITERACY**

2. Expressive (Speaking/Vocabulary):

**The child expresses needs, thoughts,
and interests through gestures,
sounds or words.**

Young Infant: 0-8 months

The Baby May: Demonstrate increasing ability to express wants, needs, thoughts and feelings.

Mobile Infant: 6-18 months

The Baby May: Demonstrate an increasing ability to communicate.

Toddler: 16-36 months

The Toddler May: Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.

3. Print Awareness:

**The child will begin to recognize
familiar faces, patterns, symbols
and logos in the environment.**

Young Infant: 0-8 months

The Baby May: Demonstrate an interest in human faces, patterns, colors and familiar pictures.

Mobile Infant: 6-18 months

The Baby May: Demonstrate an increasing awareness of familiar books, signs and symbols.

Toddler: 16-36 months

The Toddler May: Demonstrate interest in and enjoyment of looking at books, participating in reading and telling stories.

**Language & Literacy LL6:
Expressive Language**

Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

**Language & Literacy LL4:
Emergent Reading &
Comprehension**

Goal: Child demonstrates emerging understanding of printed text.

**COMMUNICATION SKILLS
AND EARLY LITERACY**

4. Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.

Young Infant: 0-8 months

The Baby May: Begin to respond to sounds in the environment.

Mobile Infant: 6-18 months

The Baby May: Begin to follow simple directions and demonstrate understanding of home and/or English language.

Toddler: 16-36 months

The Toddler May: Demonstrate understanding of the meaning of stories, social games, songs and poems; begin to understand more abstract ideas, feelings, positions in space; and begin to be involved in limited conversation.

5. PRE-WRITING: The child will explore different tools that will lead to making random marks, scribbles and pictures.

Young Infant: 0-8 months

The Baby May: Begin to develop eye-hand coordination and intentional hand control.

Mobile Infant: 6-18 months

The Baby May: Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.

Toddler: 16-36 months

The Toddler May: Continue to develop small (fine) motor and large (gross) motor skills that are used in pre-writing.

**Language & Literacy LL6:
Expressive Language**

Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

**Physical Development PD5:
Fine Motor**

Goal: Child demonstrates ability to use and control their small muscles.

MATHEMATICS

1. The child will begin to develop awareness of patterns in the environment.

Young Infant: 0-8 months

The Baby May: Demonstrate expectations for familiar sequences of event.

Mobile Infant: 6-18 months

The Baby May: Begin to recognize similarities and differences, including familiar and unfamiliar people, objects and routines.

Toddler: 16-36 months

The Toddler May: Begin to demonstrate an understanding of patterns in the environment.

Mathematics M6: Patterning

Goal: Child demonstrates understanding of varying patterns and can repeat a sequence or create their own.

2. Spatial Awareness/Geometry Children become aware of themselves in relation to objects and structures around them.

Young Infant: 0-8 months

The Baby May: Experience differences in his/her location, his/her position and the position of objects in the environment.

Mobile Infant: 6-18 months

The Baby May: Begin moving with purpose.

Toddler: 16-36 months

The Toddler May: Explore materials and space by handling, building, moving and manipulating.

Social Studies SS1: Geography

Goal: Child demonstrates basic understanding of geography through awareness of location.

Scientific Inquiry SI1: Critical Thinking

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

MATHEMATICS

3. Number Sense: The child will begin to develop an awareness of quantity.

Young Infant: 0-8 months

The Baby May: Begin to explore objects in the environment, developing a foundation for number awareness.

Mobile Infant: 6-18 months

The Baby May: Begin to show interest in characteristics of objects such as size or quantity.

Toddler: 16-36 months

The Toddler May: Begin to develop an understanding of numbers, the counting process and making comparisons (measurement).

PHYSICAL DEVELOPMENT

1. Large Muscle Development: The child participates in activities involving large motor skills.

Young Infant: 0-8 months

The Baby May: Demonstrate basic movements.

Mobile Infant: 6-18 months

The Baby May: Demonstrate basic locomotor movements.

The Baby May: Use large arm movements (non-locomotor).

Toddler: 16-36 months

The Toddler May: Demonstrate beginning non-locomotor movements.

The Toddler May: Use large arm movements (non-locomotor).

The Toddler May: Demonstrate advancing balance, control and coordination.

Mathematics M1: Number Knowledge

Goal: Child demonstrates basic understanding of numbers, separate from quantity.

Mathematics M3: Number Operations

Goal: Child demonstrates emerging understanding of the processes involved with solving simple math problems.

Physical Development PD4: Gross Motor

Goal: Child demonstrates ability to use and control their large muscles.

PHYSICAL DEVELOPMENT

1. Large Muscle Development:

The child participates in activities involving large motor skills.

Toddler: 16-36 months

The Toddler May: Demonstrate spatial awareness of whole body.

2. The child participates in activities involving small motor skills.

Young Infant: 0-8 months

The Baby May: Demonstrate basic small muscle movements.

Mobile Infant: 6-18 months

The Baby May: Demonstrate increasing control of small muscles in hands.

Toddler: 16-36 months

The Toddler May: Develop small muscle strength and develop coordination of hands and fingers.

3. The child participates in activities requiring coordination of eye and hand movements.

Young Infant: 0-8 months

The Baby May: Begin to focus and follow objects with eyes, reach for and grasp objects.

Mobile Infant: 6-18 months

The Baby May: Begin to strengthen hand and eye coordination by making hand to object contact.

Toddler: 16-36 months

The Toddler May: Demonstrate basic hand and eye coordination by making hand to object contact.

Physical Development PD4: Gross Motor

Goal: Child demonstrates ability to use and control their large muscles.

Physical Development PD5: Fine Motor

Goal: Child demonstrates ability to use and control their small muscles.

PHYSICAL DEVELOPMENT

4. The child participates in activities requiring the development of self-help skills.

Young Infant: 0-8 months

The Baby May: Begin to participate in self-help activities.

Mobile Infant: 6-18 months

The Baby May: Demonstrate increased participation in self-help activities.

Toddler: 16-36 months

The Toddler May: Demonstrate and improve self-help skills.

Physical Development PD1: Health

Goal: Child responds to routines that support a healthy lifestyle.

HEALTH AND SAFETY

1. The child will participate in activities that promote health, safety and nutrition.

Young Infant: 0-8 months

The Baby May: Become familiar with routines of health and safety practices, while relying on teachers to provide a safe environment.

Mobile Infant: 6-18 months

The Baby May: Show increasing awareness, imitate and begin to participate in health, safety and nutrition practices.

Toddler: 16-36 months

The Toddler May: Show increasing understanding of and initiate health and safety practices.

Physical Development PD2: Safety

Goal: Child demonstrates an emerging understanding of safety skills and their role.

SCIENCE

1. The child begins to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining.

Young Infant: 0-8 months

The Baby May: Use his/her senses to explore the environment.

Mobile Infant: 6-18 months

The Baby May: Increasingly show interest in surroundings and gather information through senses and movement.

Toddler: 16-36 months

The Toddler May: Begin to develop scientific skills such as observing, comparing objects and exploring the environment.

2. The child will investigate objects with physical properties and basic concepts of the earth.

Young Infant: 0-8 months

The Baby May: Begin to notice the differences in physical characteristics of objects.

Mobile Infant: 6-18 months

The Baby May: Demonstrate motivation and curiosity in exploring the environment.

Toddler: 16-36 months

The Toddler Might: Explore, discover, and investigate the physical properties of the earth.

**Scientific Inquiry SI1:
Critical Thinking**

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

**Scientific Inquiry SI2:
Physical Science**

Goal: Child demonstrates an emerging understanding of non-living organisms.

SCIENCE

3. The child will observe and investigate living things.

Young Infant: 0-8 months

The Baby May: Notice plants, animals and other people in the environment.

Mobile Infant: 6-18 months

The Baby May: Explore characteristics of certain living things.

Toddler: 16-36 months

The Toddler May: Explore and investigate physical properties of living things.

SOCIAL AND EMOTIONAL DEVELOPMENT

1. The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.

Young Infant: 0-8 months

The Baby May: Begin to form and maintain secure relationships with others.

Mobile Infant: 6-18 months

The Baby May: Continue to strengthen relationships with adults and begin to develop an interest in other children.

Toddler: 16-36 months

The Toddler May: Continue to develop social interaction skills and begin to show independence while maintaining strong attachments with caregivers.

Scientific Inquiry SI3:

Life Science

Goal: Child demonstrates an emerging understanding of living organisms.

Social-Emotional SE4: Adult Relationships

Goal: Child demonstrates ability to establish close relationships with familiar adults.

Social-Emotional SE5: Peer Relationships

Goal: Child demonstrates ability to establish close relationships with their peers.

SOCIAL AND EMOTIONAL DEVELOPMENT

2. The child will develop strategies to regulate emotions and behavior.

Young Infant: 0-8 months

The Baby May: Begin to develop the skills necessary to participate in a variety of settings.

Mobile Infant: 6-18 months

The Baby May: Begin to recognize and respond to the emotional cues of self and others.

Toddler: 16-36 months

The Toddler May: Continue to learn and accept limits while developing an “I can do it!” attitude.

3. The child perceives self as a unique individual.

Young Infant: 0-8 months

The Baby May: Demonstrate an emerging awareness of self and others.

Mobile Infant: 6-18 months

The Baby May: Show awareness of self in voice, mirror image, and body.

Toddler: 16-36 months

The Toddler May: Show behaviors reflecting child’s self-concept and beginning to distinguish self from others.

Social-Emotional SE2:

Emotional Expression

Goal: Child demonstrates understanding of their own emotions and the emotions of others.

Social-Emotional SE1:

Self-Awareness

Goal: Child demonstrates confidence in their own identity as individuals and in relation to others.

Social-Emotional SE1:

Self-Awareness

Goal: Child demonstrates confidence in their own identity as individuals and in relation to others.

SELF AND SOCIAL AWARENESS

1. The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.

Young Infant: 0-8 months

The Baby May: Begin to recognize differences in people, routines and places/environments.

Mobile Infant: 6-18 months

The Baby May: Begin to make connections and understand his/her association with other people, places/environments and regular routines.

Toddler: 16-36 months

The Toddler May: Begin to understand and act upon social concepts (geography, civics, history and economics) and how those concepts impact his/her environment.

Social-Emotional SE3:

Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Social Studies SS3: Community

Goal: Child demonstrates an emerging understanding of their role in the community.

Approaches to Learning

1. The child demonstrates positive attitudes, habits and learning styles.

A. Demonstrates an eagerness and interest in learning.

Learning Approach LA2: Engagement

Goal: Child demonstrates focused attention on tasks or activities.

B. Develops and expands listening skills.

Language & Literacy LL5: Receptive Language

Goal: Child demonstrates an understanding of spoken language and communication.

C. Takes care of materials.

Learning Approach LA2: Engagement

Goal: Child demonstrates focused attention on tasks or activities.

Learning Approach LA3: Creativity

Goal: Child demonstrates imagination and individuality when playing and engaging.

D. Demonstrates self-direction and independence.

Social-Emotional SE1: Self-Awareness

Goal: Child demonstrates confidence in their own identity as individuals and in relation to others.

E. Demonstrates increasing ability to set goals. Develops and follows through on plans.

Learning Approach LA2: Engagement

Goal: Child demonstrates focused attention on tasks or activities.

F. Manages transition between activities effectively.

Social-Emotional SE3: Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

G. Understands, accepts, and follows rules and routines.

Approaches to Learning

1. The child demonstrates positive attitudes, habits and learning styles.

H. Develops increasing ability to find more than one solution to a question, task, or problem.

I. Recognizes and solves problems through active exploration, including trial and error, interactions, and discussions with peers and adults.

Creative Skills

1. The child participates in activities that foster individual creativity.

A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games, and performances.

B. Thinks of new uses for familiar materials.

C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.

D. Works creatively using a variety of self-expressive materials and tools to convey ideas.

Learning Approach LA2: Engagement

Goal: Child demonstrates focused attention on tasks or activities.

Scientific Inquiry SI1: Critical Thinking

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

Creative Arts CA2: Music

Goal: Child demonstrates self-expression and creativity through the exploration of musical techniques.

Creative Arts CA3: Drama

Goal: Child demonstrates self-expression and creativity through the exploration of dramatic play.

Creative Arts CA1: Visual Arts

Goal: Child demonstrates an interest in developing artistic skills using various mediums.

Creative Arts CA4: Dance

Goal: Child demonstrates self-expression and creativity through the exploration of rhythmic movement.

Creative Skills

1. The child participates in activities that foster individual creativity.

E. Moves freely in response to music and change of tempo.

F. Expresses thoughts and feelings through creative movement.

G. Experiments with a variety of musical instruments.

Language Arts

1. Listening – The child listens for information and for pleasure.

A. Listens with interest to stories read aloud.

B. Understands and follows oral direction.

C. Engages/participates in conversations (listening, interacting, speaking, etc.) and answers/asks questions and follows directions.

Creative Arts CA2: Music

Goal: Child demonstrates self-expression and creativity through the exploration of musical techniques.

Creative Arts CA4: Dance

Goal: Child demonstrates self-expression and creativity through the exploration of rhythmic movement.

Creative Arts CA2: Music

Goal: Child demonstrates self-expression and creativity through the exploration of musical techniques.

Language & Literacy LL5: Receptive Language

Goal: Child demonstrates an understanding of spoken language and communication.

Language Arts

2. Speaking – The child expresses ideas or opinions in group or individual settings.

- A. Uses oral language or sign language for a variety of purposes.**
- B. Listens and speaks using agreed-upon rules with guidance and support.**
- C. Recalls and repeats simple poems, rhymes songs.**
- D. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.**
- E. Shares simple personal narrative.**
- F. Participates actively in conversations.**

3. Print Awareness – The child understands the characteristics of written language.

- A. Demonstrates increasing awareness of concepts of print.**
- B. Identifies the front and back cover of a book.**
- C. Follows book from left to right and from top to bottom on the printed page.**
- D. Shows increasing awareness of print in classroom, home, and community settings.**

Language & Literacy LL6: Expressive Language

Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

Language & Literacy LL4: Emergent Reading & Comprehension

Goal: Child demonstrates emerging understanding of printed text.

Language Arts

3. Print Awareness – The child understands the characteristics of written language.

E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.

F. Understands print carries a message by recognizing labels, signs, and other print forms in the environment.

G. Develops growing understanding of the different functions and forms of print. (For example: signs, letters, newspapers, lists, messages, and menus).

H. Begins to understand some basic print conventions.

I. Role-plays reading.

4. Phonological Awareness – The child demonstrates the ability to work with rhymes, words, syllables, onsets, and rimes.

A. Begins to hear, identify, and make oral rhymes.

B. Shows increasing ability to hear, identify, and work with syllables in spoken words.

Language & Literacy LL4: Emergent Reading & Comprehension

Goal: Child demonstrates emerging understanding of printed text.

Language & Literacy LL2: Phonological Awareness

Goal: Child demonstrates understanding of the sounds that make up letters and words.

Language Arts

5. Phonemic Awareness – The child demonstrates the ability to hear, identify, and manipulate individual sounds in spoken words.

- A. Shows increasing ability to discriminate, identify, and work with individual phonemes in spoken words.
- B. Recognizes which words in a set of words begin with the same sound.
- C. Begins to isolate final sounds in spoken words with teacher support.
- D. Recognizes letters from one's name.
- E. Shows an awareness of alphabet letters.

6. Letter Knowledge and Early Word Recognition (Phonics) – The child demonstrates the ability to apply sound-symbol relationships.

- A. Recognizes own name in print.
- B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.
- C. Begins to recognize the sound association for some letters.
- D. Knows letters of the alphabet are a special category of visual graphics and can be individually named.

Language & Literacy LL2: Phonological Awareness

Goal: Child demonstrates understanding of the sounds that make up letters and words.

Language & Literacy LL1: Alphabet Knowledge

Goal: Child demonstrates an understanding of the letters of the alphabet and their qualities.

Language & Literacy LL1: Alphabet Knowledge

Goal: Child demonstrates an understanding of the letters of the alphabet and their qualities.

Language Arts

7. Vocabulary- The child develops and expands knowledge of words and word meanings to increase vocabulary.

- A. Shows a steady increase in vocabulary knowledge in listening and speaking.**
- B. Understands and follows oral directions.**
- C. Links new learning experiences and vocabulary to what is already known about a topic.**

8. Comprehension – The child associates meaning and understanding with reading.

- A. Begins to use pre-reading skills and strategies.**
- B. Demonstrates progress in abilities to retell stories from books and experiences.**
- C. Remembers and states some sequences of events.**
- D. Recognizes concrete objects as persons, places or things (nouns).**
- E. Recognizes action words by demonstrating action words (verbs).**
- F. Connects information and events to real life experiences.**
- G. Demonstrates understanding of literal meaning of a story being told through questions and comments.**

Language & Literacy LL5: Receptive Language

Goal: Child demonstrates an understanding of spoken language and communication.

Language & Literacy LL6: Expressive Language

Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

Language & Literacy LL4: Emergent Reading & Comprehension

Goal: Child demonstrates emerging understanding of printed text.

Language Arts

8. Comprehension – The child associates meaning and understanding with reading.

- H. Tells what is happening in a picture.
- I. Recognizes story elements such as main idea, characters, awareness of context clues and can answer basic questions (For example: who, what, when, where and how) about texts when listening to read-alouds.

9. Writing Process – The child uses the ‘writing process’ to express thoughts and feelings.

- A. Develops understanding that writing is a way of communicating for a variety of purposes.
- B. Participates in writing opportunities.
- C. Progresses from using scribbles, shapes, or pictures to represent ideas by using letter-like symbols, or writing familiar words such as their own name.
- D. Begins to remember and repeat stories and experiences through drawing and dictation.

Language & Literacy LL4: Emergent Reading & Comprehension

Goal: Child demonstrates emerging understanding of printed text.

Language & Literacy LL3: Emergent Writing

Goal: Child demonstrates early writing skills as a means of communication.

Mathematics

1. Patterns – The child sorts and classifies objects and analyzes simple patterns.

A. Sorts and groups objects into a set and explains verbally what the objects have in common. (For example: color, size, shape).

B. Recognizes patterns, can repeat explain verbally.

2. Number Sense – The child understands the relationship between numbers and quantities.

A. Begins to associate number concepts, vocabulary, and quantities using written numerals in meaningful ways.

B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.

C. Counts objects in a set one-by-one from one through five.

D. Identifies and creates sets of objects one through five.

E. Identifies numerals one through five.

Mathematics M7: Sorting

Goal: Child demonstrates ability to compare and sort items into groups according to observable properties.

Mathematics M6: Patterning

Goal: Child demonstrates understanding of varying patterns and can repeat a sequence or create their own.

Mathematics M1: Number Knowledge

Goal: Child demonstrates basic understanding of numbers, separate from quantity.

Mathematics M2: Counting

Goal: Child demonstrates an ability to use 1:1 correspondence accurately.

Mathematics M1: Number Knowledge

Goal: Child demonstrates basic understanding of numbers, separate from quantity.

Mathematics

2. Number Sense – The child understands the relationship between numbers and quantities.

F. Recognizes the numerical value of sets of objects through five.

G. Develops increasing ability to count in sequence to ten.

3. Geometry and Spatial Sense – The child identifies common geometric shapes and explores the relationship of objects in the environment.

A. Begins to recognize, describe, compare and name common shapes.

B. Builds an increasing understanding of directionality, order, and position of objects and words.

4. Measurement – The child explores the concepts of nonstandard and standard measurement.

A. Measures objects using nonstandard units of measurement.

B. Compares objects according to observable attributes.

C. Compares and orders objects in graduated order.

Mathematics M3: Number Operations

Goal: Child demonstrates emerging understanding of the processes involved with solving simple math problems.

Mathematics M2: Counting

Goal: Child demonstrates an ability to use 1:1 correspondence accurately.

Mathematics M4: Geometry

Goal: Child demonstrates ability to recognize shapes and their qualities.

Mathematics M5: Measuring

Goal: Child demonstrates an understanding of an item's measurable qualities (size, length, weight, etc.)

Mathematics

4. Measurement – The child explores the concepts of nonstandard and standard measurement.

D. Develops an awareness of simple time concepts within his/her daily life.

5. Data Analysis – The child collects and analyzes data in a group setting.

A. Begins to use numbers and counting as a means for solving problems and measuring quantity.

B. Develops growing ability to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.

C. Describes similarities and differences between objects.

Social Studies SS4: Sense of Time

Goal: Child demonstrates an emerging understanding of past, present, future, and change over time.

Mathematics M3: Number Operations

Goal: Child demonstrates emerging understanding of the processes involved with solving simple math problems.

Scientific Inquiry SI1:

Critical Thinking

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

**Health, Safety, And
Physical Development**

**1. Large Muscle Skill Development –
The child participates in activities
involving large muscle skills.**

- A. Demonstrates basic locomotor movements.
- B. Demonstrates body and space awareness to move and stop with control over speed and direction.
- C. Demonstrates non-locomotor movements.
- D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
- E. Coordinates large arm movements.
- F. Develops coordination and balance through a variety of activities.

**2. Fine Motor Skill Development –
The child participates
in activities involving small muscles.**

- A. Demonstrates increased fine motor control.
- B. Demonstrates increasing control of small muscles in hands.

**Physical Development PD4:
Gross Motor**

Goal: Child demonstrates ability to use and control their large muscles.

**Physical Development PD5:
Fine Motor**

Goal: Child demonstrates ability to use and control their small muscles.

**Health, Safety, And
Physical Development**

3. Health-Enhancing Activity

Development – The child participates in activities for the development of lifetime health and fitness.

- A. Progresses in physical growth, strength, stamina, and flexibility.**
- B. Understands that healthy bodies need rest, exercise, water and good nutrition.**
- C. Shows growing independence in following routine healthy behaviors.**
- D. Builds awareness and ability to follow basic health and safety rules.**

Science

**1. Scientific Processes and Inquiry –
The child investigates and experiments with objects to discover information.**

- A. Develops increasing abilities to classify, compare and contrast objects, events, and experiences.**
- B. Selects and becomes familiar with simple scientific tools.**
- C. Participates in simple experiments to discover information.**
- D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.**

**Physical Development PD1:
Health**

Goal: Child responds to routines that support a healthy lifestyle.

**Physical Development PD2:
Safety**

Goal: Child demonstrates an emerging understanding of safety skills and their role.

**Physical Development PD3:
Nutrition**

Goal: Child demonstrates an emerging understanding of healthy food choices.

**Scientific Inquiry SI1:
Critical Thinking**

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

Science

1. Scientific Processes and Inquiry –

The child investigates and experiments with objects to discover information.

- E. Explores cause and effect.**
- F. With increasing independence, children gather information, conduct investigations, and make predictions about how things work.**

Scientific Inquiry SI1: Critical Thinking

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

2. Physical – The child investigates and describes objects that can be sorted in terms of physical properties.

- A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch sight.**
- B. Develops an awareness of the properties of some objects.**
- C. Observes and describes how objects move.**

Scientific Inquiry SI2: Physical Science

Goal: Child demonstrates an emerging understanding of non-living organisms.

3. Life – The child observes and investigates plants and animals.

- A. Develops an awareness of what various plants and animals need for growth.**
- B. Demonstrates a beginning awareness of the changes plants and animals go through during their life.**
- C. Demonstrates interest and respect for the plant and animal life around them.**

Scientific Inquiry SI3: Life Science

Goal: Child demonstrates an emerging understanding of living organisms.

Science

4. Earth/Space – The child investigates and observes the basic concepts of the Earth.

- A. Develops an awareness of the properties of common earth materials.**
- B. Develops an awareness of daily weather.**
- C. Develops an awareness of the four seasons.**
- D. Observes and participates in a variety of activities related to preserving the environment.**

Scientific Inquiry SI4: Earth & Space Science

Goal: Child demonstrates an emerging understanding and interest in the earth and space.

Social & Personal Skills

1. The child participates in activities to develop the skills necessary for working and interacting with others.

- A. Plays, works and interacts easily with one or more children and/or adults.**
- B. Begins to develop relationships with others.**
- C. Recognizes the feelings of others and responds appropriately.**

Social-Emotional SE4: Adult Relationships

Goal: Child demonstrates ability to establish close relationships with familiar adults.

Social-Emotional SE5: Peer Relationships

Goal: Child demonstrates ability to establish close relationships with their peers.

Social-Emotional SE2: Emotional Expression

Goal: Child demonstrates understanding of their own emotions and the emotions of others.

Social & Personal Skills

1. The child participates in activities to develop the skills necessary for working and interacting with others.

D. Develops confidence and stands up for own rights.

E. Shows respect for others, materials, and equipment.

F. Recognizes and expresses own feelings and responds appropriately.

G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

H. Works independently and/or cooperatively to solve problems or resolve conflicts.

I. Seeks assistance from an adult when appropriate.

**Social-Emotional SE1:
Self-Awareness**

Goal: Child demonstrates confidence in their own identity as individuals and in relation to others.

**Social-Emotional SE3:
Social Understanding**

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

**Social-Emotional SE2:
Emotional Expression**

Goal: Child demonstrates understanding of their own emotions and the emotions of others.

**Social-Emotional SE3:
Social Understanding**

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

**Social-Emotional SE4:
Adult Relationships**

Goal: Child demonstrates ability to establish close relationships with familiar adults.

Social & Personal Skills

1. The child participates in activities to develop the skills necessary for working and interacting with others.

J. Recognizes self as a unique individual having own abilities, characteristics, emotions and interests.

K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.

2. The child develops the skills necessary for participating in a variety of settings.

A. States his/her full name, age, and name of parent or guardian.

B. Shows ability to adjust to new situations.

Social Studies

1. Civics – The child exhibits traits of good citizenship.

A. Works and plays cooperatively in a variety of settings.

B. Recognizes the importance of his/her role as a member of the family, the class, and the community.

Social-Emotional SE1: Self-Awareness

Goal: Child demonstrates confidence in their own identity as individuals and in relation to others.

Social-Emotional SE3: Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Social-Emotional SE1: Self-Awareness

Goal: Child demonstrates confidence in their own identity as individuals and in relation to others.

Social-Emotional SE3: Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Social Studies SS3: Community

Goal: Child demonstrates an emerging understanding of their role in the community.

Social Studies

1. Civics – The child exhibits traits of good citizenship.

C. Listens to others while in large and small groups.

D. Shows respect for others and their property.

E. Develops an awareness of how people can positively affect the environment.

F. Recognizes patriotic symbols and activities.

G. Recognizes the importance of rules and responsibilities as a member of the family, class, and school.

2. Geography – The child demonstrates knowledge of basic geographic concepts.

A. Locates and describes familiar places.

B. Begins to develop an understanding of his/her community.

Language & Literacy LL5: Receptive Language

Goal: Child demonstrates an understanding of spoken language and communication.

Social-Emotional SE3: Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Social Studies SS3: Community

Goal: Child demonstrates an emerging understanding of their role in the community.

Social Studies SS1: Geography

Goal: Child demonstrates basic understanding of geography through awareness of location.

Social Studies

3. Geography - The child discusses how children in various communities and cultures are alike and different.

- A. Explores common needs.
- B. Explores how children are unique based on languages spoken, food, clothing, transportation, and customs.
- C. Explores how families and communities build traditions.

4. Economics - The child explores various careers and identifies basic economic concepts.

- A. Identifies various school and community personnel.
- B. Develops growing awareness of jobs, what is needed to perform the job how work impacts his/her life.
- C. Develop an awareness of using money to purchase things.

Social Studies SS3: Community

Goal: Child demonstrates an emerging understanding of their role in the community.

Social Studies SS2: Economics

Goal: Child demonstrates an emerging understanding of basic economics and negotiation.