



Guam Early Learning Guidelines for Ages Three to Five





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Introduction

The *Guam Early Learning Guidelines for Young Children Ages Three to Five* were created in 2005 to improve the quality of care and education provided to our preschool-aged children on Guam. The guidelines have been a premier resource in providing guidance to families, caregivers, teachers, and administrators on what ALL preschool-aged children should know and be able to do as they prepare for entrance into kindergarten, regardless of socio-economic status, cultural background, or range of abilities.

The *2014 revised Guam Early Learning Guidelines Ages Three to Five (GELGs: 3 to 5)* were updated to address changes in the current education landscape that call for national standards and curriculum alignment. The revised *GELGs: 3 to 5* includes several sections from the 2005 *GELGs*, as well as strategies to provide foundational learning for national and local standards.

OVERVIEW

The *2005 Guam Early Learning Guidelines (GELGs) for Young Children Ages Three to Five* were adapted from the *Hawaii Preschool Content Standards* and address various domains of child development. The *GELGs* are useful and appropriate for all public or private preschool programs or settings that serve children ages three to five years old.

Children develop at different rates and in different ways or may have special needs. The guidelines are to be used to guide or assist parents and caregivers in understanding and supporting what children, ages three to five years, typically know and are able to do. They are **not** meant to be used as an assessment tool for determining the level of abilities of children in the various developmental domains, nor are they meant to be seen as criteria for kindergarten.

GELGs should be used to:

- Inform families about the development and capabilities of children who are preparing for kindergarten;
- Serve as a guide to educators in the development of early childhood curriculum and educational strategies;
- Provide a framework for administrators to oversee early childhood curricular practices and advocate for resources; and
- Guide the selection of assessment tools that are appropriate for learners from a variety of backgrounds and differing abilities.

GELGs should **NOT** be used to:

- Assess the abilities of young children;
- Mandate specific teaching practices, materials, or curricula;
- Prevent children from entering kindergarten if they do not demonstrate certain skills; or
- Leave out groups of children because of differing socio-economic status, language, cultural background, or range of abilities.



GUIDING PRINCIPLES

All children deserve equal opportunity and access to high quality early care and educational programs provided in a healthy and safe environment. These programs will ensure a good foundation for academic success and lifelong learning by:

- nurturing overall developmental needs;
- respecting individual characteristics and cultures;
- strengthening relationships between parents, teachers, providers, and administrators; and
- preparing children to enter school ready to learn and be successful individuals in life.

The following guiding principles combine what is understood about how young children learn. Early childhood programs and settings are encouraged to use the *GELGs*: 3 to 5 and embrace these principles:

1. Families are the primary caregivers and teachers of young children, and should be respected and supported as partners in the care and education of their children. Teachers, caregivers, and administrators should work together with families to make sure that children are given the best learning experiences and provide families with good information needed to support learning.
2. All children will be respected as able and unique individuals who have different learning styles, home environments, and needs. Teachers, caregivers, and administrators will respect the entire well-being of all children and will be open to their needs, interests, and learning styles. This will allow children to develop their sense of self; which is the way that they understand and represent their world.
3. Programs should be designed to support the development of the whole child by providing experiences that are fun, healthy, and safe; and by ensuring that children are given the opportunity to enhance their overall growth in social, language, emotional, cognitive, and physical development. Teachers, caregivers, and administrators will ensure that they provide a developmentally appropriate program that includes well-designed indoor and outdoor learning environments which are accessible to all children to actively engage in while learning new skills.

How To Use This Book

The *GELGs: 3 to 5* are divided into five broad developmental domains, or categories of development. Each of the five domains contains general areas of learning and are further divided into separate subject areas. Each domain is equally important in the development of the child's learning. All domains are connected as they represent the "whole child."

Domain 1: Physical Development and Health & Safety

This domain refers to physical well-being, use of the body, muscle control, and good nutrition, exercise, hygiene, and safety practices.

Domain 2: Self-Concept and Social Emotional Development

This domain refers to the skills necessary to support secure attachment with adults, maintain healthy relationships, control one's behavior and emotions, and develop a healthy concept of self.

Domain 3: Cognitive Development - Math (Numeracy), Science, & Social Studies

Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making. Cognitive development in math refers to the conceptual understanding of numbers, relationships, combinations, and operations. Cognitive development in science refers to the emerging ability to gather information about the natural and physical world and organize that information into knowledge and theories. Cognitive development in social studies refers to understanding people and how they relate to others and the world around them.

Domain 4: Communication, Language Development, and Literacy

Communication is the ability to pass on thoughts, information, or feelings through verbal or nonverbal means. Language Development refers to the emerging ability to understand others (receptive language) or to share information (expressive language). Literacy refers to the knowledge and skills that set the foundation for reading and writing, such as understanding basic concepts about books or other printed materials; the alphabet, and letter-sound relationships.

Domain 5: Creative Development

This domain refers to the participation in a range of activities that allow for creativity, imaginative expression, and aesthetic, or artistic, appreciation of music, art, creative movement, and drama.

Each domain is presented as a color-coded section in the *GELG*. Each section is organized into three columns:

First Column: What the Child Learns:

This column contains the content standards that offer guidelines for teaching and learning opportunities that should be used to help children develop knowledge, skills, and attitudes about a specific domain. Based on developmentally appropriate child development, the knowledge and use of these content standards will help to ensure that children will have a balanced educational experience which can prepare them for school readiness.

This column also includes the alignment of domain elements from *The Head Start Child Development and Early Learning Framework*. The framework reflects the core value of the Head Start program to promote all aspects of child development and learning in early childhood programs. It outlines eleven domains of development and learning to help establish school readiness goals, monitor progress, align curricula, and assist in program planning.

How To Use This Book

Second Column: What the Child May Do:

This column contains performance indicators, which are examples of child actions, behaviors, and skills that may indicate that the child has acquired knowledge, skills, and attitudes related to the standard addressed. It is here where teachers, caregivers, and families can observe the children's behavior, play experiences, work, and conversations, and understand the children's levels of preparedness in relation to the standards. Through their observations of the children with respect to the performance indicators, teachers, caregivers, and families can develop school readiness goals specific to each child.

Third Column: What You (the responsible adult caregiver or parent) Can Do:

This column contains suggested strategies that can be used by teachers, caregivers, or families. These activities can help support children's learning of the performance indicators related to the specific standard addressed. These activities were gathered from participating child care centers and preschool programs on Guam, national parenting programs, and other resources. The activities reflect culturally diverse practices and knowledge and can serve as a starting point for other developmentally appropriate and culturally diverse activities that can be used for children.

SAMPLE FORMAT

  Physical Development and Health & Safety		
What the Child Learns	What the Child May Do	What You Can Do
Content Standard HEAD START Child Development and Early Learning Framework	Performance Indicators	Teaching Strategies

Teachers, caregivers, and administrators should not separate learning or activities strictly according to domains. Knowledge of the domains should guide their integration throughout instructional activities. Knowledge of developmental learning levels within each domain will also enable teachers, caregivers, and administrators to enhance, modify, or concentrate on activities in support of developmental learning.

Acknowledgements

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Accommodations, Modifications, & Adaptations



All children need a natural environment that continues to invite them to explore and learn. Natural environments are homes, child care centers, and other places that are open to all children of differing abilities. Children with special needs may need an environment that is tailored to their needs and strengths. Changes, called accommodations, modifications, or adaptations, may need to be made to environments, materials, people, activities, or other useful elements that affect learning. Before any changes are made, it is important to be aware of the specific needs of each child. Every child is different.

Accommodations are supports put in place that will allow children to access their environment to help their learning process. For example, a child with a hearing impairment is taught simple sign language; a child who has low vision is provided sensory items to touch and explore.

Modifications are adjustments made to an activity or material to make things accessible for a child to understand and/or be able to do an activity. An example is to provide a quieter environment with soft lighting for a child who takes longer to focus and play, or provide foam grips on handles of learning tools, such as scissors, for a child who may have fine-motor difficulties.

Adaptations are adjustments to the method of instruction or the difficulty of tasks for the child. An example is to use hand-over-hand assistance to physically guide or support movement, and using verbal prompts to encourage children's verbal or motor responses.

It is important to note that children who may benefit from accommodations, modifications, or adaptations, are not necessarily in need of special education services.

Through early intervention systems, children may be identified as having a disability and accompanying special needs. If a child is determined to be eligible for special education services, specific intervention is identified for the child birth to three years in an Individualized Family Service Plan (IFSP); or if the child is between three to five years in an Individualized Education Plan (IEP) formed by a team of professionals and the family. The IFSP or IEP will specify the interventions to be made with goals, timelines, strategies, and resources to help the child with a disability meet the same expectations as his/her peers. Families and caregivers will need to refer to a child's IFSP or IEP to help plan his/her routines, daily schedules, and special events to ensure that the child's educational goals are addressed.

Notes

1 Physical Development and Health & Safety



1 Physical Development and Health & Safety

Children use their senses and bodies to explore their physical environment. They investigate and practice the motions that develop their small and large muscles such as holding a crayon or pencil (small muscles) and walking or jumping (large muscles). Children enthusiastically explore how to move their bodies and need encouragement so they can appreciate and learn how to build up their strength, balance, muscle control, and coordination.

According to Maslow's Hierarchy of Needs, safety is the second most important need of all human beings. Children need to be nourished in a healthy and safe environment where they can grow and develop.



Physical Development and Health & Safety

What the Child Learns

What the Child May Do

What You Can Do

Standard 1

Develop health awareness and skills.

HEAD START Child Development and Early Learning Framework:

- The maintenance of healthy and age appropriate physical well-being.
- The understanding of healthy and safe habits and practicing healthy habits.

Positive Health and Safety Practices

- * Wash hands when appropriate and necessary (such as before eating and after using the toilet).
- * Use toilet independently.
- * Cover mouth when coughing and sneezing; use tissue as needed and wash hands afterwards.
- * Brush teeth, comb hair, take a daily bath, and wear clean clothes.
- * Clean work and play area, take care of personal belongings.
- * Demonstrate awareness that foods from the food pyramid help the body to grow and be healthy.
- * Indicate awareness that the body needs exercise (indoor & outdoor) and rest.
- * Choose challenging new physical activities.

- Sing a song while washing hands such as "The Alphabet Song" or "Twinkle, Twinkle Little Star."
- Create and consistently use a visual schedule/routine to show the steps needed for using the toilet and washing hands.
- Place pieces of toilet tissue in the toilet bowl for boys' target practice when toilet training.
- Use a "cover, pinch, pull down" routine for wiping nose with a tissue. Bring up neckline of shirt to mouth to contain cough or sneeze; or cough/sneeze into sleeved arm.
- Label learning areas, such as the toy shelf, with pictures & words to make it easier to return items to their proper places. Establish procedures for clean up and use a buddy system to check on completeness.
- Display the food pyramid and talk about it at each mealtime. Show pictures of healthy food ads such as the "Milk does a Body Good" campaign.
- Tell children that exercise keeps their bodies in good condition. Exercise "warms up" the body and "cool down" allows the body to rest.
- At exercise time, provide different exercise equipment to choose from and use with a partner. Rotate the choices periodically. Challenge children to make up a new game using the same equipment in a different manner, and to explain to his/her peers how to do it.



Physical Development and Health & Safety

What the Child Learns

What the Child May Do

What You Can Do

Standard 2

Learn, acquire, and follow basic self-help and safety rules.

- * Seek help from caregiver in emergencies.
- * Know how and when to call "9-1-1."
- * Demonstrate awareness of emergency procedures and drills for disasters such as fire, earthquake, tsunami, typhoon, and lightning storms.
- * Know safety procedures for travel (use seat belt in a car, look both ways and cross street with an adult), field trips (hold hands, stay with the group), and water recreation (an adult must be watching at all times).
- * Recognize everyday dangers such as the stove, electrical outlets, knives, matches, medicines, and poisons and follow basic safety rules regarding them.

- Teach children what different types of emergencies there are, who can be called for specific emergencies, and how to notify the person that he/she needs help.
- Establish emergency procedures and practice them at regular intervals. Make visual schedules, do actual demonstrations, and use a signal for alarms. Contact Guam Homeland Security, Office of Civil Defense for materials and videos that can be used.
- Use scenarios and reminders to help the children know the difference in emergency and practice procedures.
- Verbally remind the children about emergency practice by saying, "Show me or tell me how we can be safe when..."
- Introduce the universal "no" symbol. Help children cut out a universal "no" template to place over all the items in the environment that are not safe. Help children look for the universal "no" in the environment.
- Teach safety rules in a positive way. Remind children of what they should do, instead of what they shouldn't do. For example, "Let's walk," instead of "Don't run," to stay safe.

Physical Development and Health & Safety



What the Child Learns

Standard 3

Develop strength and coordination of small muscles.

HEAD START Child Development and Early Learning Framework:

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



What the Child May Do

- * Manage routines such as dressing self, using toilet independently, and using eating utensils.
- * Follow routines for the care of personal belongings and materials.
- * Follow classroom routines for clean-up.
- * Participate and demonstrate increasing skill in activities that require small muscle strength (cutting, hammering, using tools for play dough, building with blocks).
- * Show beginning control of manual tools (scissors, pencils, brushes, markers, tongs).
- * Demonstrate increasing skill in hand-eye coordination in activities like puzzles, stringing beads, and tracing shapes and letters.

What You Can Do

- Allow the child the time to practice self-help routines on his/her own. Provide materials such as dress-up clothes with various types of fasteners and child-sized utensils for practice. Praise the child for his/her efforts and resist the urge to help unless absolutely necessary.
- Label learning areas (cubbies, baskets, boxes, etc.) with words and pictures to help the child know where things are to be kept, and provide a consistent routine for properly putting things away.
- Set a reasonable time frame for cleaning up and have a transition song when doing so.
- Provide pictures of "finished products" as guides. Provide the child various tools to create similar products, and when done he/she can talk about what he/she created.
- Have a "show and tell" to introduce different types of tools and explore their uses. Make the tools available with other materials for the child to practice or to create things using them.
- Provide a variety of materials for the child to manipulate with his/her hands and fingers such as puzzles, blocks, beads, etc.
- Prepare small squares of sturdy metal screen by bending in the edges and taping over them. Give the child a few lengths of yarn (one end stiffened with tape), and other decorations. The child can weave the yarn in and out of the screen to create a design.



Physical Development and Health & Safety

What the Child Learns

What the Child May Do

What You Can Do

Standard 4

Develop strength and coordination of large muscles.

HEAD START Child Development and Early Learning Framework:

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

- * Demonstrate increasing skills in balancing, such as walking a balance beam, jumping and landing on two feet, hopping on one foot.
- * Display increasing strength and coordinated use of upper body and arms such as throwing and catching a large ball, climbing a play structure.
- * Show increasing strength and coordinated use of lower body and legs such as running, galloping, skipping, kicking a ball, and creative movement.
- * Control body in movement activities.

- Lay a line of blue painter's tape on the floor and encourage the child to walk or hop on the tape when it is time to line up.
- Pretend that the tape is a "river" or a "snake" and ask the child to jump over it.
- If available and in a safe location, assist the child in balancing on sidewalk curbs or raised pathways.
- Provide a trash can with an easily removable lid. Have the child squeeze his/her paper waste into a "ball" and practice throwing it into the trash can.
- Toss the child's pillow, blanket or clothes to him/her before he/she uses them.
- Play a gentle game of tug-of-war by holding on to the above items while having the child pull them from you.
- Have the child help to roll up a garden hose - stretch it out fully and have him/her pull and coil the hose in one spot.
- Play the "Simon Says" game, and have the child copy your motions.
- Teach the child precursor skills (the motions that happen before a target motion). For example, when teaching the child how to run, tell him/her to walk faster and faster, pump his/her arms, and lift his/her feet higher and higher off the ground.
- Establish boundaries (such as a spot on the floor for jumping up and down, a line to run to, how high to kick, etc.) for large muscle movement.



2 Self-Concept and Social Emotional Development



2 Self-Concept and Social Emotional Development

Children depend on their interactions with peers and adults to create a sense of self and to view themselves as learners. They need to have consistent nurturing from their parents, teachers, caregivers, and families. Children are naturally curious about other people which helps them develop a strong sense of identity.

Children should be provided many opportunities to interact with their family, community, and preschool setting where they can continue to enhance their social emotional development. Children who engage in meaningful daily activities with their families, community, and preschool setting are given opportunities to respect another person's interests, preferences, differences, and cultural backgrounds, which allow them to develop positive attitudes about themselves and others.

2



Self-Concept and Social Emotional Development

What the Child Learns

What the Child May Do

What You Can Do

Standard 1

Understand and express feelings appropriately.

HEAD START Child Development and Early Learning Framework:

- The ability to recognize and regulate emotions, attention, impulses, and behavior.
- A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

- * Use, express, and recognize feelings with actions and words appropriately.
- * Understand personal characteristics (self-image).
- * Express emotions through appropriate actions and words.
- * Recognize and describe own feelings.
- * Begin to show self-control in handling frustration and disappointment with self or others.

- Sing the “If You’re Happy and You Know It” song and use facial expressions and actions. Create similar verses for other emotions with actions and facial expressions.
- Help to label the child’s emotions and encourage “emotion checks” by asking the child how he/she is feeling at various times of the day or during specific activities.
- Be the model. Verbalize your emotions throughout the course of the day so the child can see how you handle your emotions.
- Have child look at himself/herself in a full-length mirror while you give him/her directions to do things with his/her body such as stomp feet or stick out tongue. Can he/she show what his/her body would look like if he/she was feeling a certain emotion?
- Have two children face each other, each one takes a turn to do something and the other copies the action.
- Help the child to say or show what is causing his/her frustration or disappointment. Let him/her know that it is okay to feel the way he/she feels but he/she can do something else to make himself/herself feel better. Offer, or help him/her to think of, alternate choices or activities to help him/her let go of his/her frustration or disappointment.
- Display pictures of the child or other children showing different emotions. Have child express his/her feelings by showing the appropriate facial expression or pointing to the picture of the facial expression which matches his/her feelings, from among those displayed.



Self-Concept and Social Emotional Development

What the Child Learns

What the Child May Do

What You Can Do

Standard 2

Continue to develop a sense of self.

HEAD START Child Development and Early Learning Framework:

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

- * Show satisfaction in accomplishments.
- * Show knowledge of own characteristics such as name, gender, age, physical traits, and family membership. (I am a son/daughter, brother/sister, etc.)
- * Identify self in the family, structure, and roles and responsibilities.

- Help the child to label his/her feelings for his/her accomplishment such as, "You must be so proud that your tower did not fall!"
- Give children opportunities to evaluate their own accomplishments in positive and constructive ways.
- Teach and practice "Give yourself a pat on the back for your good work."
- Create a fillable form and place on a clipboard. Ask the child questions such as name, age, etc., and write down his/her responses (assisting or correcting as necessary).
- Make a mock passport, complete with photo, which includes all the information from the mock interview.
- Ask for or take pictures of the child and his/her family. Display the pictures and ask who the family members are and what they do for the family.
- Make a family tree mobile with parents at the top of the tree, and the children as branches. Label each person with name and position(s) in the family.
- When talking about himself/herself, help the child reference his/her relationship to other family members (For example, I am Keisha's brother. I am mommy's son.)
- Create and sing a version of "The Farmer in the Dell" song using family members and what they do. For example, "The daddy in my family, the daddy in the family, hi ho the derry-o the daddy in my family. He takes me to the beach, he takes me to the beach, hi ho the derry-o he takes me to the beach."

2



Self-Concept and Social Emotional Development

What the Child Learns

What the Child May Do

What You Can Do

Standard 3

Acquire behaviors and skills expected in different environments.

HEAD START Child Development and Early Learning Framework:

- The healthy relationships and interactions with adults and peers.

- * Participate in positive ways with peers and adults of different cultures and community settings.
- * Follow rules of conduct established by the caregiver or teacher.
- * With a few reminders, use classroom materials appropriately.
- * Follow schedule and typical classroom routines and transitions.

- Encourage exposure to other cultures by providing relevant experiences such as dressing up in cultural costumes or eating ethnic foods using appropriate utensils such as fingers, chop sticks, fork and spoon, etc.
- Show acceptance of diversity in different settings by explaining to the children that "This is how it is done in ... (this culture)." Talk about how it may be done the same or differently in the children's own culture.
- Develop rules for the classroom with the children, if possible, and explain the reasons for the rules. Display a visual reminder of the rules and practice them consistently with the children.
- Develop procedures for the use and care of classroom materials. Provide visual reminders of the procedures and practice them consistently with the children.
- Post a visual schedule of daily routines and consistently follow them. Refer to the next activity in the routine before it happens. Prepare the children beforehand if there will be a change in routines such as for an outing, etc.
- Provide a variety of transition signals between activities such as a bell to signal mealtime or singing a clean-up song after playing with toys.

2



Self-Concept and Social Emotional Development

What the Child Learns

What the Child May Do

What You Can Do

Standard 4

Interact, develop, and maintain appropriate relationships with others.

HEAD START Child Development and Early Learning Framework:

- An interest and engagement in group experiences.

- ★ Participate in small and large-group activities.
- ★ Use simple negotiation skills to solve conflicts.
- ★ Play cooperatively with others.
- ★ Develop friendships.
- ★ Interact with ease with familiar adults and peers.
- ★ Take turns in maintaining a conversation and in playing with others.

- With children seated in a circle, roll a ball to a child and tell him/her that it is his/her turn. The child will say or signal, "My turn." When he/she is done, he/she rolls the ball to another child and tells that child, "Your turn."
- Ensure that there are a variety of activities and materials to choose from so that when there is a conflict, the child is able to tell his/her peer that he/she can have a turn when he's/she's done or try another activity.
- Draw straws to practice turn taking. Place straw pieces of differing lengths in a cup. Have each child close his/her eyes before drawing a straw. The child who draws the longest straw has the first turn, the child who draws the shortest straw goes last.
- Have children hold hands making a circle. Have them walk or slide side to side while singing the song, "Ring around the Rosie," and fall to the floor together when they sing, "We all fall down."
- In every interaction the child makes, make him/her feel valuable for his/her role in contributing to the interaction. He/she will begin to participate more often.
- Adult sings, "Who took the cookie from the cookie jar?"
"(Name a child) took the cookie from the cookie jar."
Child says - "Who me?"
Group says - "Yes, you."
Child says - "Couldn't be."
Group says - "Then who?"
Child names someone else and that person tries to defend himself/herself and names someone else, until everyone is called. End by saying, "No one took the cookie because no one put one in the jar!"



2



Self-Concept and Social Emotional Development

What the Child Learns

What the Child May Do

What You Can Do

Standard 5

Takes initiative and responsibility for own actions.

HEAD START Child Development and Early Learning Framework:

- The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
- The ability to begin and finish activities with persistence and attention.
- An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

- * Show increasing self-direction in the use of materials.
- * Participate willingly in school activities.
- * Try more than one way to solve a problem.
- * Persist in solving a problem or completing a task.
- * Seek help and assistance when needed.
- * Choose new as well as familiar activities.
- * Follow logical consequences of inappropriate behavior.
- * Show signs of empathy or remorse.

- Provide many opportunities for activities to be chosen by the child rather than by the teacher.
- Encourage the child to create a work plan and praise him/her for working on it and completing it.
- Encourage the child to “think outside the box” and suggest other possibilities for solving a problem without actually solving it for him/her.
- Let the child know that he/she can ask for help. Model how he/she can do it and be responsive to his/her requests.
- Introduce new activities and materials periodically. Allow the child to explore the new additions on his/her own, but be available to assist if needed.
- Allow the child to put away or walk away from the task that he/she is having difficulty with and come back to it when ready. Provide assistance only as necessary to avoid having the child give up. Congratulate the child for his/her persistence. If he/she wants, allow him/her to share with others how he/she accomplished his/her task.
- Work with the child on the rule that was not followed and consequences. Let the child know that he/she is responsible for the consequences of not following rules. For example, if he/she pushes a child who does not want to share his/her drink and causes a spill, he/she needs to clean up the spill and apologize sincerely to the other child.
- Remind the child of the “golden rule” of treating others how he/she wants to be treated. When he/she upsets another child, point out the emotions of the other child and ask him/her if these are good feelings. Have him/her apologize to the other child for what he/she did and praise him/her for doing so.

2



Self-Concept and Social Emotional Development

What the Child Learns

What the Child May Do

What You Can Do

Dramatic/ Symbolic Play

Standard 6

Represent fantasy and real-life experiences through pretend play.

Standard 7

Engage in sustained symbolic play with other children.

HEAD START Child Development and Early Learning Framework:

- The use of symbols or objects to represent something else.

- ★ Pretend to be a character by talking, moving, and acting like that character.
- ★ Participate in pretend play and interact with another child who is also in a pretend role.
- ★ Create play scenarios with other children, helping to decide who performs roles and which materials or props will be used.

- Provide a variety of dress-up costumes and props in a dress-up area.
- Play the "Mother May I?" game by designating a child to be the mother and other children to be the kids. The mother tells each kid to do something and each kid must ask, "Mother may I?," and mother responds, "Yes, you may," before the kid can perform the action.
- Play "What does it sound like?" games. Label the sound that the child tries to imitate.
- Read books that have characters that are easy to imitate such as "The Three Bears." Model actions for the child. Help to re-tell the story by having different actors.
- Help the child to select props or materials from his/her environment which closely match those in the story. Suggest other items that can be substituted for props that aren't available.
- Have the child make up a twist on the story by creating a new character such as a gecko, or a pig, etc.

3 Cognitive Development



3 Cognitive Development

Children are constantly receiving new information every day. Cognitive development is an on-going process of interaction between the child and the way he or she views objects or events in the environment (Allen and Marotz, 2003). It involves the development of the brain and the way a child learns through recognizing, processing, and organizing information, and the way the information is used. According to Allen and Marotz, the cognitive process includes mental activities such as discovering, interpreting, sorting, classifying, and remembering. All the interactions that a child experiences during his or her daily activities contribute to his or her cognitive development.

3



Cognitive Development Mathematics (Numeracy)

What the Child Learns

What the Child May Do

What You Can Do

Standard 1

Learn about numbers, numerical representation, and simple numerical operations.

HEAD START Child Development and Early Learning Framework:

- The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).
- The use of numbers to describe relationships and solve problems.

- * Use counting and numbers as part of play.
- * Identify and name some number symbols.
- * Show understanding of number concepts by counting up to 10 objects meaningfully, using one number name per object.
- * Begin to show one-to-one correspondence when counting out and pairing objects.
- * Demonstrate the idea of adding more or removing (subtracting) using fingers or objects in meaningful situations.

- When beginning an activity or competition, count out loud, "One, two, three, GO!"
- Have the child count out materials as they are being used, such as beads when stringing or toy cars as they are being lined up.
- Have the child count as he/she pairs items in one-to-one correspondence (For example, counts "1-2-3" as he/she puts one spoon next to each plate on the table.)
- Model meaningful counting when giving the child finger foods. For example, "Here are 1,2,3 banana chips for you, and 1,2,3 banana chips for me."
- Mealtime is a great time to talk about "adding" and "taking away." As an example, place one grape on the child's plate and tell him/her that you are going to "add" one more grape; how many grapes does he/she have now? What if you add one more grape? After getting a total count of grapes, inform the child that you can take away one grape... by eating it! Remind the child that he/she had a total of five grapes and you took away one grape. How many grapes are left (remaining)? Use the vocabulary words often and matter-of-factly; familiarity with them helps to learn their meaning.
- Encourage the child to count out objects rather than counting by memory. Challenge the child to count out items using a familiar tune, such as counting out blocks to the tune of "Happy Birthday." The child will not only practice his/her counting, but learns musical concepts (such as beat and tempo) at the same time.

3



Cognitive Development Mathematics (Numeracy)

What the Child Learns

What the Child May Do

What You Can Do

Standard 2

Recognize and create patterns and become aware of relationships.

HEAD START Child Development and Early Learning Framework:

- The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

- * Sort and classify objects by their properties (such as size, number, color, what it can do, and what it is made of) in a meaningful way.
- * Arrange objects by order of their properties /patterns (from small to large, hot to cold).
- * Explain why and how objects are organized in a particular way.
- * Notice patterns in the environment and can describe, repeat, and extend patterns.
- * Anticipate the pattern in a repetitive book, poem, or song .
- * Create patterns in self-directed activities.

- Start from broad categories that the child is familiar with such as sorting clothes - all the dirty clothes go in the hamper or basket. Then, you can narrow the category into all the dirty white clothes get washed first, then all the dirty colored clothes get washed.
- Teach children about recycling. Label bins with words and pictures for recycled items such as plastic, aluminum, and paper and have children practice recycling.
- Get cups of different sizes. Show the child how to stack the cups from smallest to tallest. Model the sequence, then have the child follow what you've done.
- Visit the produce section of the grocery store. Ask the child to find fruits and veggies of the same color, or shape, or size.
- Help the child learn how to categorize by having him/her sort through the shopping cart at the cashier and place all the canned goods on the counter, then all the produce, then all the boxed items, etc.
- Point out patterns in the environment such as the red, white, and blue of the American flag. Have him/her say, "Red, white and blue, stars over you," as he/she points out the stripes and stars on the flag.
- Sing a predictable song and pause for the child to complete the verbal pattern, such as, "The wheels on the bus go round and round; round and round; round and _____."
- Provide a limited number of art materials for the child to use and encourage him/her to create a pattern. Model a pattern for him/her if needed.
- Take a piece of paper and write down number patterns (e.g. 123, 123, 123). Give the child another piece of paper and ask him/her to show what comes next. Mix the numbers up for a challenge. You may use objects such as colored blocks or cut-up shapes.

3



Cognitive Development Mathematics (Numeracy)

What the Child Learns

What the Child May Do

What You Can Do

Standard 3

Develop concepts of shape and space.

HEAD START Child Development and Early Learning Framework:

- The understanding of shapes, their properties, and how objects are related to one another.

- * Identify, name, create, and compare some 2-dimensional and 3-dimensional shapes.
- * Use 2-dimensional and 3-dimensional shapes to measure and make predictions of things in the environment.
- * Demonstrate spatial understanding in play.
- * Describe, name, and interpret the relative positions of objects in a meaningful way.
- * Create art using geometric shapes and symmetry.
- * Identify geometric shapes in books, artwork, and the environment.

- Have the child match pictures of shapes with corresponding 3-dimensional shapes.
- Use a large shape such as a hula hoop to emphasize shape names. Encourage activities for the child to do with his/her body such as "jump in the circle," "put your foot in the circle," or "walk around the circle."
- Have the child guess how many wooden blocks it would take, end to end, to get from where he/she is standing to the front door. Count the blocks and lay them end to end to see if his/her estimate was correct.
- Show the child a puzzle that has one or two pieces removed. Show him/her one puzzle piece and ask him/her where it fits in the puzzle.
- Create an obstacle course for the child. For example, climb over the box, jump through the hula hoop, run around the tree, go under the clothesline, etc. Emphasize the spatial concepts as the child goes through the course. The story "We're Going on a Bear Hunt" offers an imaginary obstacle course that children can pretend to go through together.
- After learning the established rules for putting things away, ask the child to tell you where a specific item goes, such as books go on the bookshelf, chairs go under the table. Play a game of nonsense and put things in the wrong place. See if the child can tell you what is wrong.
- Provide various colored shapes and ask the child if he/she can use the shapes to make a house, a boat, a tree, etc.
- Play "I Spy." For example, tell the child "I spy with my eye something shaped like a circle." The child looks around his/her environment and names every circle-shaped object such as a clock, plate, etc.

3



Cognitive Development Mathematics (Numeracy)

What the Child Learns

What the Child May Do

What You Can Do

Standard 4

Develop and use measurement concepts.

HEAD START Child Development and Early Learning Framework:

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

- * Demonstrate awareness of measurements such as length, volume, weight, area, and time.
- * Compare measurements such as length, size, weight, and age in a meaningful way.
- * Measure using standard and non-standard units.

- Have the child follow a simple recipe to make something such as play dough. Have him/her measure ingredients, mix them together, and talk about the changes in the physical properties of the ingredients when done.
- Provide opportunities for the child to explore measuring with real measuring tools such as cups and spoons, scales, measuring tapes or rulers, and timers. Allow him/her to measure sand, beans, water, rice, blocks, etc.
- Maintain a height chart and measure the child's height at various times of the year. Point out that he/she gets taller as he/she gets older. Use a different color for each child and compare who is the tallest or shortest.
- Show the child that he/she can measure with other things around him/her such as his/her footstep or arm length.
- Use a timer as an audible signal that a specified time has passed. Make sure to tell the child the amount of time that is counting down.
- Point out comparisons whenever possible such as portion sizes at mealtime (half a pizza slice); body size comparisons at playtime (you're smaller than me so you can fit in the hole); comparing lengths of paper at art time.

3



Cognitive Development Mathematics (Numeracy)

What the Child Learns

What the Child May Do

What You Can Do

Standard 5

Represent and interpret data.

- * Gather information about self and surroundings.
- * Contribute data for simple graphs.
- * Look at organization of data on a graph he/she helped create and discuss what was observed.

- Prepare a large generic graph form on tag board or foam board. Create 4-5 blank columns with a line next to each column to write descriptions or values. Cover the board with clear contact paper or plastic sheeting. Input collected information to produce a finished visual for comparison.
- Have the child collect information from others such as “favorite ice cream flavors.” Have the child create a visual for each different data piece collected, such as a white ice cream cone for vanilla, pink ice cream cone for strawberry, and brown ice cream cone for chocolate.
- Using the ice cream poll above, the children place all the same selections in a separate row or column on the graph, and when done can compare the results to see which was the most liked flavor and which was the least liked flavor.
- Use the graph to show the concept of “more” or “less” by choosing something that each child has, such as number of buttons on their clothes. Write each child’s name next to a column or row and have that child draw circles in the row or column to represent the number of buttons he/she has. When done, have children talk about the graph and who has the most/least amount of buttons.



3



Cognitive Development Science

What the Child Learns

What the Child May Do

What You Can Do

Standard 6

Increase sensory awareness.

HEAD START Child Development and Early Learning Framework:

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

- * Explore and experiment using various sensory media in play.
- * Use different senses to explore.

- Place a large, shallow plastic tub on an existing table, hard-surface floor or outside on the ground to create a sensory bin. You can vary the sensory “filling” with sand, water, oatmeal, beans, rice, packing peanuts, or yarn pieces. You can also vary the toys or objects that the child can use to explore the filling.
- Use sand dough for sand castles or for forts or just tracing letters in the sand.
- Combine the exploration of multiple senses by making scented play dough, stepping on packing bubble sheets, tasting frozen popsicles, shining a flashlight toward a sound made in a darkened room.
- Create a sticky collage by leaving out a length of clear contact paper, sticky side out, on a table or on a wall. Encourage the child to find items to stick on to the collage. If the paper is on the wall, the child can see what can stick and what falls off.
- “Disguise” a food by presenting it in a different form to the child. For example, peel and freeze a banana and cover it with peanut butter and granola so it doesn’t look like a banana. Can the child use his/her senses to tell you what it is?
- Have the child take a “taste test” or a “sniff test” by tasting or smelling something without seeing it, and guessing what it is.



3



Cognitive Development Science

What the Child Learns

What the Child May Do

What You Can Do

Standard 7

Engage in scientific inquiry.

- * Show curiosity and ask questions in play when exploring objects and materials.
- * Ask scientific questions.
- * Use observations in making predictions and formulating theories about how things work.
- * Use tools including equipment like magnifying glasses, binoculars, scales, and toys to solve problems and explore the environment.
- * Be able to draw, write, explain, build, role play, or construct what happened or what was learned.

- Encourage and model exploration of cause and effect by posing play-by-play questions about what is happening: "If I let go of this ball when it's up here, what will happen? If I let it go down here, what will happen?"
- When the child predicts a result, encourage him/her to perform the action to see if his/her prediction is correct. If it is not, why not? Assist in posing other questions to help him/her understand.
- Model questions about cause-and-effect events. Pose them according to effect. For example, "What do you think will happen if...?" "There is water on the floor. What do you think happened?"
- Show videos about other children asking scientific questions and see if the child can answer any of the questions.
- Create your own "Discovery Box." Place a tool in it and have the child open the lid and discover what it is. If it is something the child may not have seen before, encourage him/her to answer questions such as, "What can you do with it? Where do you use it?"
- Place an object in the Discovery Box that is familiar to the child such as a lid to a container. Suggest some nonsensical uses for the item, such as "Oh, yes, this is a Frisbee, or a hat, or a plate" (everything that it is not). The child will correct you by telling you what it really is, but learns to think of other possibilities in the process.
- Observe the child in play, or when he/she is creating something. Ask him/her, "Can you tell me how you did that?" Assist the child in talking about what he/she did.
- Have the child tell you how to make a peanut butter sandwich. Be very careful to follow every direction literally, even though it is out of sequence or missing something or doesn't make sense. For example, if he/she tells you to put peanut butter on the bread, put the jar of peanut butter on the bread.



3



Cognitive Development Science

What the Child Learns

What the Child May Do

What You Can Do

Standard 8

Explore physical properties of the world.

HEAD START Child Development and Early Learning Framework:

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

- * Describe, compare, and sort objects based on how they look, feel, smell, sound, taste.
- * Explore and begin to identify changes that occur in natural and man-made materials over time.
- * Experiment with the effect actions on the objects.

- Take the child on a scavenger hunt to find something that matches every color in his/her crayon box.
- Take a nature walk every week, if possible. Look for plants that are about to change from bud to flower or flower to fruit. Take pictures and compare the pictures with how the plant currently looks.
- Have the child draw a picture with water-based markers. Tape the picture outside where it is exposed to sun, wind, and rain. Take a "before" picture and compare it to a "1 week after" picture. Does it look different? What caused the changes?
- Using the generic chart (see Standard 5), place a symbol for each of the five senses in each of five columns (For example, picture of eyes for "see," picture of nose for "smell"). Provide a variety of objects for the child to explore and ask him/her to place each object in the column that matches his/her favorite sense he/she used for that object. For example, he/she can place a plumeria flower in the "smell" column because he/she likes how it smells.
- Offer a variety of manipulative materials for the child to experiment with. Observe how he/she interacts with them. Suggest other things to do with the materials and see if the child follows your lead. For example, "See if it's easier to pull the wagon when it's not full. How many blocks can you stack before they fall?"
- Model scientific commenting or questioning for the child. For example, "These rocks have sparkles and these rocks don't. This leaf is smooth, shiny and smells like a lemon and this one is rough and has lines. What happened to the puddle that was here the other day? Why are these coconut leaves brown?"

3



Cognitive Development Science

What the Child Learns

What the Child May Do

What You Can Do

Standard 9

Explore characteristics of living things.

- * Explore natural things found in the environment.
- * Identify similarities, differences, and categories of plants and animals, as well as appearances, behaviors, and habitats.
- * Ask questions about growth and change in plants and animals.

- Give the child a real or homemade magnifying glass. Tell him/her that he/she will look more closely at things that he/she finds on his/her nature walk. If he/she needs help finding things, play "scavenger hunt" and suggest things close by that he/she can find and explore with his/her magnifying glass such as bugs, caterpillars, butterflies, geckos, toads/tadpoles in puddles, sleeping grass, tangantangan in pods, coconut seeds sprouting, roots, and flowers in fruit trees.
- At gross motor time, have the child stretch or move his/her body like a specific animal. There are many songs that children can follow along with for this type of activity.
- Starting with what the child knows (his/her own body), compare his/her body traits to those of animals. Does he/she have a tail like a monkey? Can he/she climb like a monkey? Can he/she eat a banana like a monkey? Point out how the child is the same and also different from other animals and plants.
- Eric Carle's book "The Very Hungry Caterpillar" shows the life cycle of a butterfly. Celebrate the metamorphosis, or change, of the caterpillar by making a coffee filter butterfly- cinch the middle of a round filter with a pipe cleaner to make butterfly "wings" and have the child color them with markers. If the paper butterfly is thrown in the air, can the child catch the butterfly?
- Have the child eat dry cereal from a saucer without using his/her hands. Have him/her try to lap up water or milk from a shallow bowl without using his/her hands. What part of his/her body was important in order to eat this way? How did it feel?
- Place some soil in an empty egg shell (3/4 intact), and plant grass seeds in the soil. Have the child draw a face on the egg, and use a dropper to drop some water on to the egg pet's "head." Take a series of pictures to document the growth of the egg pet's grass "hair." Have the child give his/her egg pet a "haircut" using scissors. Print out the pictures and have the child place them in correct sequence and recount what he/she did.



3



Cognitive Development Science

What the Child Learns

What the Child May Do

What You Can Do

Standard 10

Learn about the earth and sky.

- * Investigate the properties of rocks, dirt, sand, shells, and water.
- * Talk about and/or draw observations of the characteristics and movement of shadows and the sun, moon, stars, and clouds.
- * Observe and discuss changes in the environment including weather.
- * Describe environmental changes.

- Place glow-in-the-dark stickers on walls and ceiling, and alternately turn the light on and off. Compare the light to the sun and the stickers to the stars/moon and how visibility is affected.
- Share the book "It Looked Like Spilt Milk" by Charles G. Shaw. Have the child make his/her own cloud blots by folding a sheet of blue paper to crease it, opening it up and dripping a minimal amount of white paint on the paper, closing it up, patting it lightly, and opening it up again to see the resulting blot. What does he/she think his/her blot looks like? This activity can set the stage for actually observing clouds in the sky (using appropriate eye protection).
- Shadow play can be done outdoors in the sun or inside using a bright lamp with supervision. What images can the child make with his/her hands or body?
- If possible, help the child plant papaya seeds in the ground using appropriate tools: garden gloves, rake, shovel, watering can. Have him/her build a simple rock wall to protect his/her seeds as they grow.
- A sensory bin with sand, shells, shovels, buckets, and rakes can be made more interesting with the addition of water.
- An everyday routine can be checking the weather. How does the weather affect the child? He/She can talk about what to wear, whether to use an umbrella, whether he/she can go out to play, or what he/she can play with.
- Have the child act out what major weather disturbances might feel in order to distinguish between them. For example, an imitation typhoon could be prolonged wind from fanning a large piece of cardboard, an earthquake can be the physical shaking of table legs, an imitation tsunami can be demonstrated in a sensory table with water.

3



Cognitive Development Science

What the Child Learns

What the Child May Do

What You Can Do

Standard 11

Have a variety of educational experiences that involve technology.

- * Pretend to use everyday technology in play.
- * Use real technology with guidance.

- While there are toy versions of everyday technology available, actual items like discarded phones (rotary dial ones are great for fine motor practice) can be used in pretend play. Another option is to create a model of the item using cardboard boxes and drawing materials.
- As the child matures, he/she will learn to make one object represent another such as using a block as a cell phone or a plastic plate as a steering wheel for a car. Encourage this abstract thinking by modeling possible suggestions for the child.
- Find out what type of technology the child has been exposed to and is very good at using. Brainstorm ways for the child to demonstrate his/her skill in ways that might help others or help expand his/her own learning. For example, can he/she play a game with a peer and show turn-taking skills? Can he/she help a nonverbal child make a choice?
- Allow the child to access technology as much as possible. Provide instruction on how to use the technology, and supervise as necessary when the child is using it. Establish rules on how to use the technology to include choices, time limitations, and taking turns.



3



Cognitive Development Social Studies

What the Child Learns

What the Child May Do

What You Can Do

Standard 12

Learn about self and others.

HEAD START Child Development and Early Learning Framework:

- The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.
- The understanding of the relationship between people and the environment in which they live.

- ✦ Tell what is the same and different among people, such as height, hair color, eye color, skin color, language, etc.
- ✦ Use dramatic play to understand different roles.
- ✦ Use art to express different characteristics of self and others. Discuss how families are the same or different from their classmates (I have two dads; I don't have a dad but I have a papa).

- Provide a dress-up area that contains various male and female adult costumes and appropriate props for pretend play. Dolls can be babies. Encourage the child to take on a pretend role or to assign a pretend role to someone else. ("I want to be the mommy. You can be the daddy.")
- Have the child go through pictures in magazines and cut out members of his/her family. Have the child glue each picture to a craft stick to make a puppet stick. Label each puppet stick. Have him/her compare his/her family puppets with a friend's puppets. Encourage puppet play using dialogue appropriate for each family member and taking turns in talking.
- Put all the puppet sticks together and have the child separate (categorize) them according to all the mommies, all the daddies, all the grandmas, etc. Talk about the different names we have for each family member, such as mama, mom, mommy; papa, pop, daddy; nene, boboy, baby.
- Show pictures of all different kinds of people. Allow enough time between slides for the children to talk about the picture. Ask the children questions regarding the pictures. "What color is his/her skin? Is he/she taller than you?" Provide information to the child such as, 'She's Japanese and she is wearing a kimono.'
- Ask the child who he/she sees when he/she leaves his/her home and goes to places with his/her family. Talk about relatives, neighbors, friends, community helpers, and people of other ethnicities. Talk about the events that they attend when they leave home like going to the store, to the doctor, to church, to the park, to the mall, etc.

3



Cognitive Development Social Studies

What the Child Learns

Standard 13

Know and accept their own culture and others.

What the Child May Do

- * Discuss family practices and traditions related to culture.
- * Share stories from different cultures.
- * Tell how different practices identify with a family's culture.

What You Can Do

- Obtain information regarding cultural family practices and traditions through parent interviews or surveys. Ask parents if it is okay to observe specific cultural practices with their child such as showing respect to elders through "manginge" - bringing an elder's hand to a younger person's nose or forehead; or referring to one's grandma as "Nana" (in Chamorro culture), "Oba-chan" (in Japanese culture), or "Lola" (in Filipino culture).
- Invite guest storytellers to tell stories from their own culture, such as the story of Sirena from Guam. Ask guests to explain terms that may not be understood. Have guests ask the children if they have any questions about the story.
- Feature a specific ethnicity for a day or a week and include culturally diverse activities such as making kelaguen (spicy chopped chicken) for Guam, lumpia (spring rolls) for Philippines, fafa (soft sweet taro) for Kosrae.



3



Cognitive Development Social Studies

What the Child Learns

What the Child May Do

What You Can Do

Standard 14

Know how things, people, and places change over time.

HEAD START Child Development and Early Learning Framework:

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

- ★ Explain the growth process, how they are similar or different.
- ★ Talk about events that happened or will happen—yesterday, today, and tomorrow.
- ★ Discuss how past events might affect future activities.

- Help the child to think about the growing-up process by asking questions such as “How did you drink milk when you were a baby?” (I used to drink from my mommy’s susu [breast] or from a bottle.) “Why don’t your shoes fit you anymore?” (My feet got bigger.)
- Have the child finish the sentence “When I grow up, I ____.” Have him/her draw a picture to go with his/her statement.
- A “Yesterday, Today, Tomorrow” chart can be helpful in visually reminding the child what happened already, and what will happen today and in the future. Create three rectangles side by side, labeling the left one “Yesterday,” the middle one “Today,” and the right one “Tomorrow.” Write, show a picture, and tell the child what he/she will be doing today and tomorrow. For example, “Yesterday we went walking. Today we are having a birthday party at snack time. Tomorrow will be water play day.”
- As a daily routine, have the children see that the “today” schedule gets shifted over to the “yesterday” box and the “tomorrow” schedule shifts over to the “today” box. CAUTION: If there is a change in the “today” or “tomorrow” schedule, inform the children that it is going to be different and explain why. Children feel secure in routines and some children may have difficulty changing routines suddenly.
- As events happen (“There’s no water today.”), provide the child with a consequence (“We can’t use the bathroom.”) and how it may affect future events (“If it doesn’t get turned on, you might have to go home early.”)
- Discuss events that happened. (“The typhoon blew down a lot of trees in the yard.”) Ask the child how the event might affect his/her regular schedule. (“We can’t play outside yet.”)

3



Cognitive Development Social Studies

What the Child Learns

Standard 15

Find out why people need things (goods) and how they depend on each other for help (services).

What the Child May Do

- ✦ Identify jobs at school and home.
- ✦ Talk about things that everyone needs.
- ✦ Show awareness that people's jobs are important for our needs.
- ✦ Talk about ways that people get the things they need.
- ✦ Demonstrate awareness of money and how it is used.

What You Can Do

- Establish a job chart to show children how taking care of their environment is a shared responsibility. For non-readers, use pictures of the child along with his/her name, to show which job he/she is responsible for. Rotate the jobs daily or weekly, and allow for a designation of "day off" to mimic adult jobs.
- Maintain a variety of costumes in a "dress up" area that will allow children to pretend to be different community helpers. This type of dramatic play will help children to develop an awareness of the importance of specific jobs.
- Create a "Help Me" box. Assist children in writing or drawing common or unique problems on index cards. Create some cards that show problems that adults might encounter, such as "I have a flat tire!" On a regular basis, have the children pull a card from the box and discuss how to fix the problem. Guide the conversation by asking who can help, how they can help (service), what is needed (goods) and how do they get them?
- Provide children paper strips recycled from scrap paper. Provide writing materials and have children create their own paper money to use in dramatic play. Assist the children to write numbers on the paper strips to show denominations. Remind them that it is play money. Where do they think real money comes from?
- Have children pretend that they are part of a fast-food restaurant. Allow them to choose or assign roles. Have "customers" pay for their order with play money. How can customers show that they liked the service?
- Talk to the children about the difference between what they need versus what they want. Use examples in their environment such as drinking water is a need and soda is a want.



3



Cognitive Development Social Studies

What the Child Learns

What the Child May Do

What You Can Do

Standard 16

Understand what people need to do to work and live together in a community.

- * Demonstrate awareness that everyone deserves to learn, be safe, respected, and listened to.
- * Participate in creating/following rules to ensure that everyone is safe, respected, and listened to.
- * Identify the role of authority (leaders) and what leaders do.
- * Participate in group decision making.

- Post and discuss with the children the golden rule: treat others the way you want to be treated.
- Guide the children to talk about rules that are important to them and have them agree that everyone will follow the rules. Rules might include waiting for a turn, helping others, and telling a trusted adult when someone is hurt or treated inappropriately.
- Confirm your role as a trusted adult by being available, understanding, nurturing, and trustworthy to the child. Do what you say you will do.
- Create opportunities for cooperation. For example, ask two children to do a task together such as carrying in the tub of toys from outdoors.



3



Cognitive Development Social Studies

What the Child Learns

What the Child May Do

What You Can Do

Standard 17

Develop awareness of where they live and location of places or things.

- * Tell the distance of objects and how they are related to one another.
- * Describe and/or draw different things in the environment.
- * Use blocks, clay, or other materials to make things (models) in the environment.
- * Create a simple map of the home, classroom, school, or neighborhood.

- Place toy houses or representations of buildings or objects (such as blocks, triangles, etc.) on a piece of paper. Have child draw around the objects, then draw streets or pathways to connect the objects. Remove the objects and you are left with a very simple map. Help the child label each location.
- Show the child an actual map. There are several that can be found in the Guam phone directories. Help the child find his/her village and street, if possible.
- Show the child a globe, or create one on a beach ball or other type of ball. Indicate general locations of continents and land masses to show an overall perspective of how far the United States is from Guam; how close Saipan is to Guam, etc.
- Use a computer program such as Google Earth to show the child different views and perspectives of land masses and locations.
- Ask the child how color is used in actual maps. What are the blue areas on the map? Green areas?
- Provide materials such as clay, wooden blocks, and Legos for children to create models of buildings that they have seen or been in. Grass, leaves, rocks, and dirt can be used to provide realism to the models.



3



Cognitive Development Social Studies

What the Child Learns

Standard 18

Develop awareness of the natural environment and how it can be protected.

What the Child May Do

- ★ Demonstrate respect for the place we live in.
- ★ Talk about how people can take care of or harm the environment.

What You Can Do

- Introduce the child to the universal recycle sign by having him/her recreate it and explaining its design. Take three narrow strips of paper and fold the top third of each of them at about a 60 degree angle. Arrange the strips so that they form a triangle in the center. Add a triangular arrow point to the end of each strip to indicate direction. Have the child follow the strips with his/her finger in the direction that the arrows are pointing, and show that the child is going in a repeated cycle.
- Now that the child knows what the recycled sign looks like, play scavenger hunt and have him/her look for the recycled sign everywhere in his/her environment.
- Be a "litterbug" and litter the child's environment with "trash". Designate a sorting bin for aluminum, plastic, and paper. Ask the children to clean up by recycling their trash and placing it into the correct recycle bins. As they recycle, have them sing the "We're Not Litterbugs" song (to the tune of Skip to My Lou): "We're not litterbugs, no sir-ee, we're not litterbugs, no sir-ee, we're not litterbugs, no sir-ee, we pick up our trash, you see."
- Lead a discussion of the consequences of littering. Show pictures if available. For example, don't throw plastic soda can rings into the ocean because a sea creature might get tangled in it; don't throw trash on the side of the road because boonie dogs can come around and tear open the bags and make a mess.



4 Communication, Language Development, & Literacy



4 Communication, Language Development, & Literacy

Children need to interact and grow in an environment that is rich in language and that allows them to enhance their communication skills. It is important for children to learn language and practice communication skills so they can express themselves in different ways and in various settings. Children increase their language and communication skills by engaging in meaningful experiences where they can express their ideas, feelings, and thoughts effectively. They should be allowed to communicate both verbally and nonverbally.

Teachers, providers, and caregivers should respect and incorporate the rich diversity of children who may come from different cultural backgrounds and who may speak languages other than English, while ensuring they get a good foundation of the English language. This is important so children can communicate effectively with others in their community and most especially their preschool setting.

Children should be provided a foundation rich in literacy to ensure they are prepared for Kindergarten. Preschool settings should utilize the abundance of materials, activities, and resources available for nourishing literacy in young children.

4



Communication, Language Development, & Literacy

What the Child Learns

What the Child May Do

What You Can Do

Standard 1

Use language in a variety of ways.

HEAD START Child Development and Early Learning Framework:

- The ability to comprehend or understand language.
- The ability to use language.

- * Tell a story or relate an experience.
- * Talk about thoughts, feelings, and opinions.
- * Ask questions.
- * Communicate in a clear and understandable manner.

- Have child provide a picture of himself/herself and his/her family participating in an activity, and allow him/her to talk about it. Model for his/her peers how to ask questions regarding his/her experience. For example, "When did he/she go to the party? Where did he/she go last weekend? Who went to the movies with him/her? What movie did he/she watch?" Alternatively, the child can describe his/her experiences using photos in magazines.
- Create feelings cards to help the child express his/her emotions. Use pictures or illustrations and label each card with the appropriate emotion being displayed. (Make two sets of the cards to encourage matching.) Have the child select a card that best shows how he/she is feeling; have the child state his/her feeling, and why he/she feels that way. For example, "I'm mad because my mom didn't want me to bring my iPad!"
- Puppet play: Have the children use puppets to stage a question and answer session. Let the puppets ask and answer questions. The children may be more comfortable talking through a puppet so that they don't feel pressured or singled out to respond.
- Read a story about emotions such as "How are you Peeling?" by Joost Elffers and Saxton Freymann, and encourage children to describe the feelings artfully shown in the book.
- For show and tell time, prompt audience participants by asking, "Can you ask a question about it, using a question word like why, how, where, when, or who?" Encourage conversational turn-taking, as in the following example:
 - Child in audience (raising his/her hand): "I have a question."
 - Child with object: "What's your question?"
 - Child in audience: "Who gave that to you?"
- Provide a "sound check" by repeating what the child says. "You said you want more juice. Is that what you said?" You can also ask another child to repeat what another child says. Prompt the child to include more information by telling him/her, "Show me what you mean or tell me more about it."

4



Communication, Language Development, & Literacy

What the Child Learns

What the Child May Do

What You Can Do

Standard 2

Listen and understand different ways people speak and communicate.

- * Tell what happened in a story that was told or read aloud.
- * Show that they are actively listening (nod head, say "okay" use eye contact, smiles).
- * Explain things that happened in the past.
- * Use gestures/movements and facial expressions.
- * Follow simple directions.
- * Share information and ideas using words and actions.

- Re-tell a story and purposely mix up events or make errors and have the children "catch you" making a mistake. Ask them to tell you how it really happened.
- Sing an attendance song to the tune of "Where is Thumbkin?" The child needs to listen to his/her name and take turns on cue:
Adult: Where is ____, where is ____ ?
Child (raising his/her hand): Here I am! Here I am!
Adult: (shaking hands with child) How are you today?
Child: Very well, thank you.
Adult: Have a good day! Have a good day!
- At the end of each day, sing a song about "What did we do today?" and help child recall things he/she did. Allow for recall time and use minimal visual prompts. Ensure that parents are made aware of the last activity of the day via calendars or schedules, so that they can talk about it and help support their child's learning.
- Basic sign language can be used with children, and many signs are understandable. Signing includes the use of appropriate facial expressions which enhance the message that is being conveyed. Incorporate signs as often as possible and on a consistent basis.
- Play "Simon Says" and provide one-step directions. The child must perform the direction only if it was preceded by "Simon Says."
- Provide a series of one-step directions that must be followed concisely in order to achieve a goal, such as a simple recipe.
- After creating something, such as a block tower, remove the creation and ask the child how he/she did it. It's easy to recreate it physically but harder to explain without the materials on hand.

4



Communication, Language Development, & Literacy

What the Child Learns

Standard 3

Gradually produces more vocabulary and correct sentence structure.

What the Child May Do

- ★ Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts.
- ★ Use a variety of sentence structures, from simple to more complex, in meaningful ways.

What You Can Do

- Challenge the child to tell you 1, 2, or 3 more things about an item. Assist by asking leading questions like "What color is it?" or "What size is it?"
- Provide verbal practice by singing to the tune of "Peter Hammers": "Jesse has a red shirt, red shirt, red shirt. Jesse has a red shirt. Yes he does!"
- Play a game of "sabotage." If you know what the child wants, purposely give him/her or something that he/she doesn't want. This forces the child to provide more information regarding his/her request. Before the child becomes frustrated, model the request or statement for him/her using more complex sentence structure "I want the big red fire truck."
- Play a game of "What did baby say?" Have one child pretend to be the baby. Challenge the other child to tell you what the baby said. The baby uses simple 1 to 2 word "baby-talk." The adult tries to interpret what the baby is saying but gets it wrong. Can the interpreting child "translate" it correctly and turn it into a more complex sentence that gives more information? For example, the baby says "up" and the adult incorrectly looks up at the ceiling. The interpreting child tells the adult, "She/He wants you to carry him/her."

- Other examples:

<u>Simple</u>	<u>More Complex</u>
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Off the light.	Turn off the light.
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Up!	Can you pick me up?
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Come!	Come and play with me.
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Eat, eat!	I want to eat.
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4



Communication, Language Development, & Literacy

What the Child Learns

What the Child May Do

What You Can Do

Standard 4

Recognize and use symbols.

- ✦ Use toys as symbols in play.
- ✦ Identify picture symbols in the environment.
- ✦ Identify symbols in the environment.

- Provide a surprise box which the child opens as everyone says, "Surprise!" Each day, place in the box a simple object that the child can name, such as a paper plate. Ask "What is it?" Before the child can answer, make up a name for the object such as, "Oh it's a Frisbee!" and fling it in the air. "Or maybe it's a hat!" and put it on your head. Most children will shake their head "no" and tell you what it really is. After several days of doing this, choose a child to "guess" what the object is by offering other uses or names for it instead of the correct name.
- Label learning areas (such as cubbies, bins, shelves, etc.) with pictures of what belongs there, and the written name of the intended contents. At clean-up time, give the child an object and ask him/her, "Where does it go?" Encourage him/her to tell you where it goes.
- Act out scenarios and provide various picture symbols from which to choose. Ask the child which symbol is appropriate. For example, "I need to use the bathroom. Which sign should I look for?" (show pictures of restroom doors with male/female symbols) or "I need to buy soap. Where do I go to buy it?" (show pictures of a grocery store and a shoe store).



4



Communication, Language Development, & Literacy

What the Child Learns

What the Child May Do

What You Can Do

Standard 5

Enjoy and understand books.

HEAD START Child Development and Early Learning Framework:

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

- * Demonstrate interest in books and stories read aloud.
- * Choose to look at books and pretend to read a book.
- * Participate in book reading.
- * Respond and make connections to story events and characters by relating personal feelings and experiences.
- * Show awareness and appreciation of the different parts of literature (plot, story, character, language).

- Schedule time everyday to read with the children. Make book reading comfortable, fun, exciting, and relaxing.
- Provide a variety of books that will interest the child such as colorful books and books with sounds, lift-the-flap books, repetitive books, scented books, textured books, etc.
- At the reading center, offer the child the choice of reading a book to someone (a friend) or something (a doll).
- Encourage the child to make connections with the story read to him/her by asking pertinent questions. For example, "Do you have a dog? Does it look like Clifford?"
- Provide pauses at strategic points of a story to allow the child to "fill in" with the appropriate phrase or gesture.
- Re-enact a story that requires a predictable response, such as "Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr. and Eric Carle.
- Make it your story - have the child use the words "my" or "I" to personalize a story patterned after a story just read to him/her. For example, Brown Bear, Brown Bear, What Do You See? can be changed into, "Mommy, mommy, what do I see?"
- When reading to the child, be expressive and use intonation. Point to pictures, describe events, ask questions, give examples, and make comments and connections to life experiences.
- Act out the book. Talk about the main characters; dress up and act out the parts, using similar language from the book.
- If there is a movie available of the book, have the child watch it and compare it to the book.

4



Communication, Language Development, & Literacy

What the Child Learns

What the Child May Do

What You Can Do

Standard 6

Show interest in writing.

HEAD START Child Development and Early Learning Framework:

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

- * Draw, scribble, and pretend to write.
- * Ask how to write a word or a letter.
- * Ask adult to write what he/she says.

- Make a light box: Put a long strand of clear miniature lights into a large, see-through plastic storage container. Turn it over and plug in the lights. Tape a template sheet containing letters, words, or drawings on the top of the container, and place a blank sheet of paper over the template. The light will allow the child to trace what is on the template.
- Recycle the blank side of discarded printing paper into smaller sheets and bind the sheets into memo pads with binder clips. Attach a pencil or pen to the binder clip with string. Place these memo pads in different locations to encourage writing. The child can:
 - "Sign in" to a desired activity center
 - Take an order or prescribe medicine in pretend play
 - Write notes to a friend, mom or dad, or himself
 - Copy something he has seen or done for future reference
- In the art center, encourage the child to talk about what he/she has created and write down his/her comments for him/her to see. Provide an area to put his/her name to show ownership.
- Use a variety of sensory materials for the child to practice his/her writing: finger paint, shaving cream, play dough, sand, rice, pudding. Use a highlighter to write out the child's name and encourage him/her to trace the letters using a pencil or pen.
- Whole body strokes: Have the child write in the air holding a writing implement. Talk about the strokes that he/she is making as he/she writes out giant letters. ("Up, down, round and round.")
- Place two tablespoons of chocolate pudding in a zip-lock sandwich bag. Smooth it out and have child trace a letter with his/her finger on the plastic. Smooth pudding out to erase and start again.

4



Communication, Language Development, & Literacy

What the Child Learns

What the Child May Do

What You Can Do

Standard 7

Understand that print has meaning.

HEAD START Child Development and Early Learning Framework:

- An awareness that language can be broken into words, syllables, and smaller pieces of sound.
- The names and sounds associated with letters.

- * Begin to demonstrate an understanding of the concept of a letter, a word, and a sentence.
- * Use symbols, scribbles, and letter-like forms to express ideas or words.

- Keep a set of magnetic letters on the refrigerator. Display a target letter and give the child a set of old magazines or newspapers to hunt through, and a magnifying glass if possible, to add to the "Sherlock Holmes" experience. As the child finds his/her letter, he/she should highlight it.
- When the child is able to find single letters, put two letters together to form a simple word like "it" or "no"; then three letter words like "yes", and have the child find them. Finally, put two to three words together to form a sentence. (You might have to create word magnets at this point.)
- Read labels from food packages for the child. Have him/her guess what certain words are, based on the pictures, symbols, and clues on the labels.
- Sing Barney's "Apples and Bananas" song that playfully focuses on changing vowel sounds:
 - I like to eat, eat, eat, apples and bananas (x2)
 - I like to ate, ate, ate, ayples and banaynays (x2)
 - I like to eat, eat, eat, eeples and beeneenees (x2)
 - I like to ight, ight, ight, ighples and bighnighnighs (x2)
 - I like to oat, oat, oat, oaples and bononos (x2)
 - I like to oot, oot, oot, ooples and boonoonoos (x2)
- Provide lined paper and writing implements for the child to write and write whatever he/she wants. Ask him what he/she has written and document it on the back of his/her paper, to remind you of his/her comments. Encourage and accept all his/her writing efforts. Remember, practice makes perfect.

4



Communication, Language Development, & Literacy

What the Child Learns

What the Child May Do

What You Can Do

Standard 8

Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment.

HEAD START Child Development and Early Learning Framework:

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

- * Begin to read familiar, meaningful print in the environment such as labels and personal names.
- * Pretend to read familiar books.
- * Begin to hear and discriminate rhyming sounds, beginning consonant sounds, and syllables.
- * Match some letters with their sounds.
- * Hold a book correctly (turn pages from right to left, and reads from front to back, top to bottom, left to right).

- Label as many things as possible in the child's environment such as safety signs (stop, caution, exit), girls and boys bathroom signs, personal belongings, and names of objects (microwave, refrigerator). Read labels for the child as often as possible. Pretend that you "forgot" and ask the child if he/she can name some of them for you.
- Place or draw a small happy face sticker right side up on the spine or front of books. Demonstrate and inform the child that if the face is happy, he/she is holding the book the right way. If it is sad (upside down), he/she is holding the book the wrong way.
- Have child create his/her own book using recycled paper, zip-lock bags, old magazines, and newspapers or old pictures. Help child bind the book and have him/her dictate words from the book. Place his/her books in the library for everyone to see.
- Use a variety of songs, finger plays, and nursery rhymes to expose children to rhyming sounds and intonation. A sound blending song can be created by adapting the B-I-N-G-O song. For example, "There was a boy whose name was Johnny and this is how you say it - Juh ah nnn ee, Juh ah nnn ee, Juh ah nnn ee, and Johnny's how you say it." You might have to repeat some syllables to match the beat.
- Model appropriate book handling skills during story time. Place your finger on words and follow along from left to right. Practice turning pages one at a time. Shared reading using multiple copies of the same book allows the child to follow along appropriately.
- Create bingo cards with letters of the alphabet. Create "covers" for each letter that match the letters on the card. The bingo caller picks a letter (without showing it to the child) and makes the letter's sound. The child must find the letter on his/her card that makes the caller's sound, and cover it with his/her matching letter cover. When the child covers a predetermined number of letters, have him/her verify his/her work by making the letter sound back to the caller.

5 Creative Development



5 Creative Development

Children should be given the opportunity to express their creativity through a variety of ways such as art or expressive movement. Children's appreciation of the arts and creativity is essential to child development. The arts provide children with another way to organize and express their ideas and feelings. Music, movement, drama, and visual arts stimulate children to use words, manipulate tools and media, and solve problems in ways that communicate meaning and are pleasing (Rhode Island Early Learning Standards, 2003).

Children communicate in ways that are unique to them through the use of words, sounds, colors, forms, and movement, which may reflect their learning styles. According to the Rhode Island Early Learning Standards, in an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.



Creative Development

Visual Art

What the Child Learns

What the Child May Do

What You Can Do

Standard 1

Create and express themselves through a variety of art experiences.

HEAD START Child Development and Early Learning Framework:

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

- * Explore and experiment with a variety of materials.
- * Begin to select different art materials to express thoughts and ideas.
- * Use art materials to explore and express moods and feelings.
- * Use art materials to explore and expand topics being learned.

- Stock your art center with a variety of materials, including paint, chalk, crayons, pencils, markers, scissors, clay, different kinds of paper, glitter, glue, fabrics, magazines, recycled items.
- Encourage the child to plan for his/her art project. Ask questions such as "Why are you making this?" "What materials do you need for it?" "Who is it for?"
- Create an art gallery by using display panels made of cardboard boxes, and artfully display the children's creations that were produced based on a common theme. Invite parents to take a walk through the gallery with the children as guides. If possible, go on a field trip to a local gallery so the children can understand the concept of art displays.
- Show children that art can be created in many different ways. A few examples are marble painting (rolling marbles over paint on a paper in a box); bubble art (blowing through a straw into a cup of water, tempera paint and dish washing liquid and making a print from the overflowing bubbles); or a collage made from items collected on a nature walk.
- Provide examples of art and explain how or why they were created. This could include paintings, storyboard carvings, sculptures, floral arrangements, woven baskets, jewelry. Encourage the children to comment on the artwork.
- Create shared art. Place a long piece of butcher paper on the wall or floor and invite the children to create a finished piece of art together. Allow several days for this activity.
- Suggest materials for the child to use to express his/her emotions such as play dough or clay to pound on when frustrated or angry; bright colored finger paint for happier moods. Background music can also help set the mood.

5



Creative Development Visual Art

What the Child Learns

What the Child May Do

What You Can Do

Standard 2

Begin to learn the basics about art.

- * Use art elements (line, form, value, texture, design, and pattern).
- * Identify a variety of colors and shapes.
- * Talk about art work.

- Share the book "Harold's Purple Crayon" by Crockett Johnson. As the character in the book creates his/her environment by drawing with his/her purple crayon, have the child follow along and create the same drawings with his/her own purple crayon. Talk to the child about the designs and patterns he/she may choose to use in his/her drawings.
- A natural progression in teaching colors is to first teach the basic or primary three colors: red, blue, and yellow. Progress to the blending of two primary colors to create the secondary colors purple, green, and orange.
- Use a variety of activities to demonstrate the magic of color change. Some examples are:
 - Place shaving cream in a zip-lock bag, Place several drops of one food color on one side of the shaving cream, and several drops of another food color on the other side of the shaving cream. Seal the bag and allow the child to squeeze the mixture together, creating a new color.
 - Place drops of different color tempera paint on a sheet of paper. Have the child connect the drops using a paintbrush and see what the resulting colors are.
- Encourage the child to describe objects in his/her environment or in his/her artwork in relation to colors and shapes. For example, "I drew a triangle that is red like an apple." "The clock is shaped like a circle." "I painted lots of circles by going around and around like a typhoon." "This is blue like the ocean."
- Turn the ordinary into a piece of art transforming the child's white footprint on black paper into a whimsical ghost with just a few artistic flourishes. The child's fingerprints on paper can be converted to bugs by drawing antennae and legs.



5



Creative Development Music

What the Child Learns

What the Child May Do

What You Can Do

Standard 3

Begin to learn the basics about music.

HEAD START Child Development and Early Learning Framework:

- The use of voice and instruments to create sounds.

- * Participate in musical experiences that may include singing, games, and using musical instruments.
- * Independently sing songs or make or listen to music.
- * Show awareness of musical elements such as tempo, rhythm, pitch, and dynamics.

- Show the child a video of people playing a variety of different instruments and name them for the child. Challenge the child to find or create things in his/her environment that can produce similar sounds. For example, place rice or beans in an empty plastic drink bottle to make a Mexican maracas; make a drum by using an empty plastic container; bang two pot lids together to create cymbals.
- Using his/her homemade instrument, allow the child to participate on cue with accompanying music.
- Create a pretend microphone for the child to sing a solo portion of a favorite song sung by the group. For example, as a group, the first two verses of "Happy Birthday to You" are sung, the microphone is then handed to a child to sing the next verse "Happy Birthday, dear ____."
- Use a song or finger play that the child is familiar with, and purposely change the speed that it is sung or recited. Sing it slowly and gradually sing it faster and faster. Use body motions that also start out slow and end up being fast. Good songs to do this include "Do Your Ears Hang Low?" and "Head and Shoulders, Knees and Toes."
- Play music that inspires the children to clap to the beat. Find music from other cultures to share. Model clapping to the music and invite the children to join in. Clapping can be done with the hands or other body parts.

5



Creative Development Music

What the Child Learns

Standard 4

Create and express themselves through a variety of musical experiences.

What the Child May Do

- * Express emotions through music using body motions and props.
- * Explore and play a variety of rhythm instruments including those in different cultures.

What You Can Do

- Provide a variety of culturally different musical instruments for children to explore, such as bamboo sticks, coconut shells, and dried gourds. Also provide music in which the instruments are used. Can the children identify the instrument played in the music?
- Create ribbon streamers by recycling newspapers. Using a pencil, tightly roll several sheets of newspaper pages diagonally to create a long "wand." Have the child tear additional sheets of newspaper lengthwise to create long "streamers." Staple several streamers to the top of a wand. Play background music and encourage the child to twirl the streamers, moving his/her wand up and down, round and round, back and forth, zigzag, etc., according to his/her interpretation of the music he/she hears. Vary the music from soft, slow music to loud, fast music, etc., to allow the child opportunities to move his/her streamers in different ways.
- Provide a variety of props for the child to use in other interpretive ways with music. These could include scarves, ribbons, hats, bells, etc.
- Read a familiar story to the children like "Goldilocks and the Three Bears." Have children use instruments to create sound effects for appropriate places in the story. For example, a child can bang cymbals or two pot lids together at the point in the story when Goldilocks breaks Baby Bear's chair.





Creative Development Creative Movement & Drama

What the Child Learns

What the Child May Do

What You Can Do

Standard 5

Begin to learn the basics about movement.

HEAD START Child Development and Early Learning Framework:

- The use of the body to move to music and express self.

- * Respond to music through rhythmic body movements (clapping, stomping, etc.)
- * Participate in guided movement activities such as moving at different positions with different amounts of force and at different speeds.

- Combine art and music appreciation by creating music-inspired art. In this activity, the child creates abstract art with a rhythmic flair resulting in swirls, bounces, and moves around the paper. Play the child's favorite songs or introduce him/her to new ones as he/she paints away.
- Read and act out the book "We're Going on a Bear Hunt" and match movements with those in the story. Label the movements as they are done: "squish, squish, squish" as they stomp through the mud, etc. At the end of the story, when the bear chases the explorers, the actions are repeated in reverse order and at a higher rate of speed.
- Help the children create their own version of "We're Going on a Bear Hunt." For example, use a local animal like a boar, and local elements like sword grass and red dirt. Label all the actions involved in the hunt, like stomping, tiptoeing, squatting, standing, stretching, reaching, etc. Vary the movements from slow to fast, etc.
- Have children stand shoulder to shoulder and create two lines facing each other, leaving a large gap between the two lines. Play music and model the activity by dancing between the two lines from end to end and remaining at the end of the line. The children at the head of the line take turns dancing while moving through the dance line while everyone in line claps in rhythm for them.



Creative Development Aesthetic Appreciation

What the Child Learns

What the Child May Do

What You Can Do

Standard 6

Develop appreciation for natural and cultural beauty.

- * Demonstrate appreciation for the beauty in cultural artifacts and communications.

- Take a nature walk outdoors and collect objects such as leaves, twigs, pebbles, shells, petals, butterfly wings, etc. Display pictures or actual objects made of these materials and talk about how the artists began with similar objects and turned them into a work of art for all to appreciate.

- Leaves, flowers, or petals can easily be converted into a crown using a simple technique of creating a slit at the base of the leaf, pushing through another leaf, and repeating. This is a great introduction into fiber arts and basic stitching using natural materials.

Standard 7

Develop appreciation for visual and performing arts.

- * Look at and respond to works of visual art.
- * Listen and respond to different kinds of music.
- * Show an aesthetic response to music through movement/dance.
- * Show a developing appreciation for visual and performing arts.

- Encourage the child to comment on another person's work of art. What does it look like? How do you think it was made? What do you like about it?

- Provide a variety of styles of music and model ways to move with the music. For example, marching to parade music, tiptoeing to waltz music, following movements stated in a song, etc.

- Ask the child for his/her opinion of the music that you play. "Does he/she like it? Why or why not?" Express your opinion of music as a model for the child to express his/her opinion. For example, "I like to listen to this music at the end of the day because it makes me feel calm and relaxed."

- Provide props that the child can use for performances. If possible, include objects from other cultures such as costumes like grass skirts, sarongs and kimonos; and other objects like Japanese fans, bamboo sticks, and masks. Allow the child to choose his/her music and props and to express himself/herself through movement/dance.

- Offer the child his/her choice of music and/or dance at various times of the day. Don't discourage him/her if he/she wants to hear the same thing over and over.

HEAD START Child Development and Early Learning Framework:

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

Appendices



Appendices

Alignment Document
References

The Alignment of Guam Early Learning Guidelines for Young Children Ages Three to Five with Teaching Strategies Gold, Common Core State Standards, and Guam D.O.E. Kindergarten Content Standards

This document was developed to show the alignment of objectives and standards of other documents with the *GELGs*. It should be used as a reference tool to help provide a more global view of educational comprehensive while working with young children. It contains the same domains and Content Standards from the *GELG*, and aligns them with the Objectives, Dimensions, and Indicators from Teaching Strategies GOLD®; Common Core State Standards; and Guam DOE Kindergarten (KG) Content Standards.

The following sample shows the two-column format use in the document:

3. Cognitive Development - MATHEMATICS (Numeracy)	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Common Core State Standards Guam DOE KG Content Standards
<p>Standard 4: Develop and use measurement concepts.</p> <p>22. Compares and measures</p> <p>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <p>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>	<p>K.MD.1 - Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p>K.MD.3 - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. NOTE: Limit category counts to be less than or equal to 10.</p> <p>MATHEMATICS- MEASUREMENT</p> <p>Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.</p> <p>K.12.1 - Identify, describe, compare, and classify objects by common attributes (e.g., color, size, shape).</p> <p>K.12.2 - Demonstrate an understanding of time (e.g., morning, afternoon, evening, lunchtime, bedtime, today, yesterday, tomorrow, days of the week, year).</p>

Column 1: Early Learning Guidelines Content Standards and Teaching Strategies GOLD® Objectives, Dimensions and Indicators

The Content Standards, highlighted and numbered, correspond to the Content Standards as they appear in the *GELGs*.

Teaching Strategies GOLD® is a research-based observational assessment system for children from birth through kindergarten that may be implemented with any developmentally appropriate curriculum. It presents 38 objectives that are aligned with the Head Start Child Development and Early Learning Framework; Common Core State Standards; and early learning standards for each state, including the Territory of Guam.

Caregivers, teachers, and administrators should be aware that Teaching Strategies GOLD® is not intended to be used as a screening or diagnostic tool, an achievement test, or a program evaluation tool. Rather, the information obtained from observational assessments should be used as part of a wide-ranging system of data collection for curriculum planning and decision making purposes.

Column 2: Common Core State Standards and Guam DOE KG Content Standards

The Common Core State Standards (CCSS) are intended to establish clear and consistent educational goals designed to allow children nationwide to be successful in college and careers. The National Governors Association Center for Best Practices and the Council of Chief State School Officers sponsored the development of the CCSS. The CCSS are for school-aged children from kindergarten through twelfth grade. There are no CCSS for preschool-aged children at this time. Kindergarten level CCSS correspond to the *GELG* cognitive domain, and the communication, language development, and literacy domain. There are no CCSS that address the other three domains contained in the *GELG*.

The Guam Department of Education (DOE) recently aligned its kindergarten content standards with the CCSS. There are no DOE kindergarten content standards that correspond to the Self-Concept and Social Emotional Development Domain of the *GELG*; however, there are content standards that correspond to the other four *GELG* domains. Additionally, DOE kindergarten standards include World Languages. There are no DOE content standards for preschool-aged children at this time.

Both CCSS and Guam DOE KG Content Standards are provided as a reference tool for caregivers, teachers, and administrators to be able to plan for a continuum of learning and development rooted in developmentally, culturally, and linguistically meaningful and appropriate learning foundations.



1. Physical Development and Health & Safety	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	(There are no Common Core State Standards for this developmental domain.) Guam DOE KG Content Standards
<p>Standard 1: Develop health awareness and skills.</p> <p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p style="padding-left: 20px;">6. Demonstrates confidence in meeting own needs</p> <p>29. Demonstrates knowledge about self</p>	<p>HEALTH EDUCATION</p> <p>Standard 1: Core Concepts</p> <p>Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>K.1.1 - Name healthy behaviors.</p> <p>K.1.2 - Recognize the 3 dimensions (physical, mental/emotional, and social) of health.</p> <p>K.1.3 - Tell ways to prevent the spread of germs.</p> <p>K.1.4 - State behaviors to prevent or reduce childhood injuries.</p> <p>K.1.5 - Tell why it is important to be checked by a doctor or dentist.</p> <p>Standard 2: Analyze Influences</p> <p>Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>K.2.1 - Recognize how the family influences personal health practices.</p> <p>K.2.2 - Recall what the school can do to support personal health practices.</p> <p>K.2.3 - State how the media influences behaviors.</p>
<p>Standard 2: Learn, acquire and follow basic self-help and safety rules.</p> <p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p style="padding-left: 20px;">6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p style="padding-left: 20px;">6. Draws on everyday experiences and applies this knowledge to a similar situation</p> <p>30. Shows basic understanding of people and how they live</p>	<p>Standard 3: Access Valid Information</p> <p>Demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>K.3.1 - Name a person who can help promote health and wellness.</p> <p>K.3.2 - Name ways to locate a school helper for a health-related situation.</p> <p>Standard 5: Decision Making</p> <p>Demonstrate the ability to use decision making skills to enhance health.</p> <p>K.5.1 - Identify health-related situations.</p> <p>K.5.2 - Recognize when assistance is needed for health-related situations.</p> <p>Standard 6: Goal Setting</p> <p>Demonstrate the ability to use goal setting skills to enhance health.</p> <p>K.6.1 - Recognize personal health goals.</p> <p>K.6.2 - Name adults who can help achieve a personal health goal.</p> <p>Standard 8: Health Advocacy</p> <p>Demonstrate the ability to advocate for personal, family, and community health.</p> <p>K.8.1 - Recite rules that promote personal health.</p> <p>K.8.2 - Recognize positive choices.</p>

1. Physical Development and Health & Safety

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>(There are no Common Core State Standards for this developmental domain.)</p> <p>Guam DOE KG Content Standards</p>
<p>Standard 3: Develop strength and coordination of small muscles.</p> <p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1a. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>6. Uses refined wrist and finger movements</p> <p>7b. Uses writing and drawing tools</p> <p>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>	<p>PHYSICAL EDUCATION</p> <p>Standard 1: Motor Skills and Movement Patterns Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>K.1.1 - Perform basic (fundamental) loco-motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p>K.1.2 - Perform basic non-loco-motor skills by demonstrating balance on stable and unstable objects and/or demonstrating weight transfer/tumbling skills.</p> <p>K.1.3 - Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills.</p> <p>K.1.4 - Perform basic movements in a rhythmic manner to a specific rhythm.</p> <p>Standard 2: Movement Concepts Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>K.2.1 - Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills.</p>
<p>Standard 4: Develop strength and coordination of large muscles.</p> <p>4. Demonstrates traveling skills</p> <p>7 emerging to 8. Coordinates complex movements in play and in games.</p> <p>5. Demonstrates balancing skills</p> <p>6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills</p> <p>7 emerging to 8. Manipulates balls or similar objects with a full range of motion</p>	<p>PHYSICAL EDUCATION</p> <p>Standard 2: Movement Concepts Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>K.2.2 - Demonstrate variations in moving with spatial, directional, and temporal awareness.</p> <p>K.2.3 - Identify and demonstrate principles for learning basic movement skills by practicing the basic principles for balance, footwork skills, and catching a ball.</p> <p>Standard 3: Physical Activity Students achieve and maintain a health-enhancing level of physical fitness.</p> <p>K.3.1 - Show skills and knowledge acquired in physical education class during and after school physical activities by demonstrating participation in active play at recess, in unstructured play with friends and family, or in community recreation/sports leagues.</p> <p>K.3.2 - Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time.</p> <p>Standard 4: Health Enhancing Physical Fitness Achieve and maintain a health-enhancing level of physical fitness.</p> <p>K.4.1 - Demonstrate improved cardio-respiratory endurance by engaging in vigorous activity, progressing from short periods to longer periods of time.</p> <p>K.4.2 - Demonstrate improved muscular strength and endurance by engaging in specific exercises throughout the school year.</p> <p>K.4.3 - Demonstrate improved flexibility in three different joints by engaging in specific stretches to improve lower back flexion.</p> <p>K.4.4 - Identify the basic effects of physical activity on heart and lung function by observing and feeling fast heart and breathing rates when engaged in skill development and physical fitness activities.</p>

2. Self-Concept and Social Emotional Development

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>(There are no Common Core State Standards for this developmental domain.)</p> <p>Guam DOE KG Content Standards</p>
<p>Standard 1: Understand and express feelings appropriately.</p> <p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>7 emerging to 8. Controls strong emotions in an appropriate manner most of the time</p> <p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>6. Identifies basic emotional reactions of others and their causes accurately</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems</p> <p>6. Suggests solutions to social problems</p> <p>29. Demonstrates knowledge about self</p>	<p>HEALTH EDUCATION</p> <p>Standard 4: Interpersonal Communication</p> <p>Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>K.4.1 - Identify healthy ways to express needs.</p> <p>K.4.2 - State listening skills.</p> <p>K.4.3 - State ways to respond when in an unwanted or uncomfortable situation.</p> <p>K.4.4 - State ways to tell a trusted adult if feeling threatened or harmed.</p> <p>WORLD LANGUAGES</p> <p>Standard 1: Communication</p> <p>Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.</p> <p>K.1.1 - Ask and answer simple questions about familiar topics.</p> <p>K.1.2 - Give and follow simple instructions.</p> <p>K.1.3 - Recognize and use situation-appropriate nonverbal communication.</p>
<p>Standard 2: Continue to develop a sense of self.</p> <p>1. Regulates own emotions and behaviors</p> <p>1.c. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p> <p>29. Demonstrates knowledge about self</p>	<p>PHYSICAL EDUCATION</p> <p>Standard 6: Value of Physical Education</p> <p>Value physical activity for health enjoyment, challenge, self-expression and/or social interaction.</p> <p>K.6.1 - Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 - Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>
<p>Standard 3: Acquire behaviors and skills expected in different environments.</p> <p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>30. Shows basic understanding of people and how they live</p>	<p>WORLD LANGUAGES</p> <p>Standard 4: Cultures and Connections</p> <p>Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.</p> <p>K.4.1- Recognize and imitate basic routine practices of the target cultures. EXAMPLE(S): greetings, table manners</p> <p>K.4.2 - Identify products and symbols of the target cultures. EXAMPLE(S): food, dress, toys, flags</p> <p>Standard 7: Self-Management Plan</p> <p>Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <p>K.7.1 - Identify healthy behaviors to improve personal health and wellness.</p> <p>K.7.2 - Recognize unsafe behaviors.</p>

2. Self-Concept and Social Emotional Development

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>(There are no Common Core State Standards for this developmental domain.)</p> <p>Guam DOE KG Content Standards</p>
<p>Standard 4: Ability to interact, develop, and maintain appropriate relationships with others.</p> <p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>7 emerging to 8. Controls strong emotions in an appropriate manner most of the time</p> <p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>8. Engages with trusted adults as resources and to share mutual interests</p> <p>2c. Interacts with peers</p> <p>6. Initiates, joins in, and sustains positive interactions with a small group of two to three</p> <p>2d. Makes friends</p> <p>6. Establishes a special friendship with one other child, but the friendship might only last a short while</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>6. Initiates the sharing of materials in the classroom and outdoors</p> <p>3b. Solves social problems</p> <p>6. Suggests solutions to social problems</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>6. Uses acceptable language and social rules while communicating with others; may need reminders</p>	<p>SOCIAL STUDIES</p> <p>Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.</p> <p>K.1.1 - Identify and describe family or community members who promote the welfare and safety of children and adults.</p> <p>Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.</p> <p>K.4.1 - Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.</p> <p>K.4.2 - Demonstrate that being a good citizen involves the following:</p> <ul style="list-style-type: none"> • Taking turns and sharing • Taking responsibility for certain classroom chores
<p>Standard 5: Takes initiative and responsibility for own actions.</p> <p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>6. Identifies basic emotional reactions of others and their causes accurately</p> <p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>4. Sustains interest in working on a task, especially when adults offer suggestions, questions, & comments</p> <p>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>11b. Persists</p> <p>6. Plans and pursues a variety of appropriately challenging tasks</p> <p>11c. Solves problems</p> <p>6. Solves problems without having to try every possibility</p> <p>11d. Shows curiosity and motivation</p> <p>6. Shows eagerness to learn about a variety of topics and ideas</p>	<p>PHYSICAL EDUCATION</p> <p>Standard 5: Responsible Personal and Social Behavior Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>K.5.1 - Identify and demonstrate an understanding of rules and safety practices for games and other physical activities by exhibiting successful participation in activities/ games with boundary lines and following rules for safe active play.</p> <p>K.5.2 - Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 - Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>HEALTH EDUCATION</p> <p>Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.</p> <p>K.5.1 - Identify health-related situations.</p> <p>K.5.2 - Recognize when assistance is needed for health-related situations.</p> <p>SOCIAL STUDIES</p> <p>Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.</p> <ul style="list-style-type: none"> • Taking care of personal belongings and respecting what belongs to others • Following rules and understanding the consequences of breaking rules • Practicing honesty, self-control, and kindness to others • Participating in decision making in the classroom • Participating successfully in group settings

2. Self-Concept and Social Emotional Development

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>(There are no Common Core State Standards for this developmental domain.)</p> <p>Guam DOE KG Content Standards</p>
<p>Standard 6: Represent fantasy and real-life experiences through pretend play.</p> <p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in socio-dramatic play</p> <p>4. Acts out familiar or imaginary scenarios, may use props to stand for something else</p> <p>5 emerging to 6</p> <p>6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>	<p>FINE ARTS - THEATER</p> <p>Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.1 - Perform imitative movements, rhythmical activities, and theater games.</p> <p>K.2.2 - Perform group pantomimes and improvisations to retell familiar stories.</p> <p>K.2.3 - Use costumes and props in role-playing.</p> <p>Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.</p> <p>K.3.1 - Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p> <p>K.3.2 - Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.</p> <p>Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.</p> <p>K.4.1 - Dramatize information from other content areas. Use movement to reinforce vocabulary, such as fast, slow, in, on, through, over, and/or under.</p> <p>K.4.2 - Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p>
<p>Standard 7: Engage in sustained symbolic play with other children.</p> <p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in socio-dramatic play</p> <p>6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>	<p>FINE ARTS - THEATER</p> <p>Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.1 - Perform imitative movements, rhythmical activities, and theater games.</p> <p>K.2.2 - Perform group pantomimes and improvisations to retell familiar stories.</p> <p>K.2.3 - Use costumes and props in role-playing.</p> <p>Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.</p> <p>K.3.1 - Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p> <p>K.3.2 - Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.</p> <p>Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.</p> <p>K.4.2 - Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p>

3. Cognitive Development - MATHEMATICS (Numeracy)

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>Common Core State Standards Guam DOE KG Content Standards</p>
<p>Standard 1: Learn about numbers, numerical representation, and simple numerical operations.</p> <p>20. Uses number concepts and operations</p> <p>20a. Counts</p> <p>4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <p>6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting</p> <p>20b. Quantifies</p> <p>8. Uses a variety of strategies (counting objects or fingers, counting on, counting back) to solve problems with more than 10 objects</p> <p>20c. Connects numerals with their quantities</p> <p>4. Identifies numerals to 5 by name and connects each to counted objects reminders</p>	<p>K.CC.1 - Count to 100 by ones and by tens.</p> <p>K.CC.2 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality: a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.6 - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. NOTE: Include groups with up to ten objects.</p> <p>K.CC.7 - Compare two numbers between 1 and 10 presented as written numerals.</p> <p>K.OA.1 - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. NOTE: Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</p> <p>K.OA.2 - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).</p> <p>K.OA.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.5 - Fluently add and subtract within 5.</p> <p>KNBT.1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>MATHEMATICS - Number and Operations</p> <p>Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.</p> <p>K.1.1 - Count, read, write, and represent with manipulatives the whole numbers from 0 to 30.</p> <p>K.1.2 - Count backwards from 20.</p> <p>K.1.3 - Recognize and distinguish the value of coins: penny, nickel, dime, and quarter.</p> <p>K.1.4 - Connect number words and numerals to the quantities they represent.</p> <p>K.1.5 - Identify and illustrate a whole and the half of a whole.</p> <p>Standard 2: Understand meanings of operations and how they relate to one another.</p> <p>K.2.1 - Understand the meaning of the addition and subtraction symbols.</p> <p>Standard 3: Compute fluently and make reasonable estimates.</p> <p>K.3.1 - Use manipulatives to perform the addition and subtraction of two 1-digit numbers.</p>

3. Cognitive Development - MATHEMATICS (Numeracy)

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>Common Core State Standards Guam DOE KG Content Standards</p>
<p>Standard 2: Recognize and create patterns and become aware of relationships.</p> <p>13. Uses classification skills</p> <p>4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, shape</p> <p>6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>22. Compares and measures</p> <p>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <p>23. Demonstrates knowledge of patterns</p> <p>6. Extends and creates simple repeating patterns</p>	<p>MATHEMATICS- ALGEBRA</p> <p>Standard 4: Understand patterns, relations, and functions.</p> <p>K.4.1 - Recognize, describe, create, and extend repeating and growing patterns (e.g., sequences of sounds, objects, or numbers).</p> <p>Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.</p> <p>K.5.1 - Analyze how repeating patterns are generated (e.g., find the unit of repetition); analyze how growing patterns are generated (e.g., grows by adding so many objects, sounds, or numbers each time).</p> <p>Standard 7: Analyze change in various contexts.</p> <p>K.7.1 - Analyze qualitative change in patterns and in real life (e.g., growth).</p>
<p>Standard 3: Develop concepts of shape and space.</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>4. Draws or constructs, and then identifies what it is</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>6. Uses and responds appropriately to positional words indicating location, directions, and distance</p> <p>21b. Understands shapes</p> <p>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> <p>22. Compares and measures</p> <p>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>	<p>K.G.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.2 - Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>K.G.4 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.5 - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p> <p>MATHEMATICS - GEOMETRY</p> <p>Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</p> <p>K.8.1 - Identify, name, and sort common two- and three-dimensional geometric shapes (e.g., circle, triangle, square, rectangle, cone, cube, sphere).</p> <p>K.8.2 - Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).</p> <p>K.8.3 - Recognize geometric shapes and structures in the environment.</p> <p>Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.</p> <p>K.9.1 - Identify positions of objects in space by using appropriate terms (e.g., inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of).</p>

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<p>Standard 4: Develop and use measurement concepts.</p> <p>22. Compares and measures</p> <p>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <p>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>	<p>K.MD.1 - Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 - Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p>K.MD.3 - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. NOTE: Limit category counts to be less than or equal to 10.</p> <p>MATHEMATICS - MEASUREMENT</p> <p>Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.</p> <p>K.12.1 - Identify, describe, compare, and classify objects by common attributes (e.g., color, size, shape).</p> <p>K.12.2 - Demonstrate an understanding of time (e.g., morning, afternoon, evening, lunchtime, bedtime, today, yesterday, tomorrow, days of the week, year).</p> <p>K.12.3 - Identify the measurable attribute of length and compare the lengths of objects by direct comparison using appropriate vocabulary (e.g., longer than, shorter than, taller than, wider than, greater than, less than, equal to).</p> <p>K.12.4 - Discuss and compare quantities of objects (i.e., How many?) using the words one/many, none/some/all, more/less, most/least, more than/less than/equal to.</p> <p>Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.</p> <p>K.13.1 - Estimate and measure lengths with nonstandard units (e.g., hand spans, paper clips).</p>
<p>Standard 5: Represent and interpret data.</p> <p>24. Uses scientific inquiry skills</p>	<p>MATHEMATICS - DATA ANALYSIS AND PROBABILITY</p> <p>Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</p> <p>K.14.1 - In response to a question, collect data in the classroom and discuss ways to organize the data.</p> <p>K.14.2 - Represent data using concrete objects and pictures.</p> <p>Standard 15: Select and use appropriate statistical methods to analyze data.</p> <p>K.15.1 - Discuss what representations of data with objects and pictures show or how they help answer the initial question.</p>

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<p>Standard 6: Increase sensory awareness. 24. Uses scientific inquiry skills</p>	<p>Standard 1: Science As Inquiry</p>
<p>Standard 7: Engage in scientific inquiry. 24. Uses scientific inquiry skills</p>	<p>SCIENCE</p> <p>Standard 1: Science as Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.</p> <p>K.1.1 - Raise questions about the natural world.</p> <p>K.1.2 - Make and discuss observations using the five senses. EXAMPLE(S): Recognize that objects can have different characteristics using the senses. Although apples and tennis balls are similar in size and shape, they smell and feel different.</p> <p>Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.</p> <p>K.5.1 - Identify tools found around the home and recognize that tools make it easier to do certain jobs. EXAMPLE(S): Construct simple tools, such as paper clocks.</p> <p>LANGUAGE ARTS</p> <p>Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.</p> <p>K.7.1 - Ask How? and Why? questions about a topic of interest.</p>
<p>Standard 8: Explore physical properties of the world. 26. Demonstrates knowledge of the physical properties of objects and materials</p>	<p>SCIENCE</p> <p>Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.</p> <p>K.3.1 - Describe objects in terms of the materials that make up the objects. EXAMPLE(S): Describe the materials found in a pencil.</p> <p>K.3.2 - Describe the changes in matter caused by changes in temperature.</p> <p>K.3.3 - Recognize and demonstrate that things that are close to the ground fall unless something holds them up.</p>

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<p>Standard 9: Explore characteristics of living things.</p> <p>25. Demonstrates knowledge of the characteristics of living things</p>	<p>Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.</p> <p>K.2.1 - Observe and give examples of plants and animals identifying how they are alike and how they are different in how they look and in the things they can do.</p> <p>K.2.2 - Describe how babies, or young, are similar to their parents. Describe how babies, or young, are similar to their parents</p> <p>FINE ARTS- DANCE</p> <p>Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.3 - Move in ways that reflect a variety of personal experiences and natural observances.</p> <ol style="list-style-type: none"> 1. Personal Experiences EXAMPLE(S): happy sad, angry, excited 2. Natural Observances EXAMPLE(S): like a butterfly, like a fish
<p>Standard 10: Learn about the earth and sky.</p> <p>27. Demonstrates knowledge of Earth's environment</p>	<p>SCIENCE</p> <p>Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped planet Earth over time.</p> <p>K.4.1 - Discuss the importance of water. EXAMPLE(S): Tell that organisms need water to live and to remain healthy.</p> <p>K.4.2 - Observe and describe objects seen in the sky during the day and during the night.</p> <p>K.4.3 - Observe and record natural cycles and give examples using activities from one's own life. EXAMPLE(S): day/night, wake/sleep, sunrise/sunset, rainy/dry season, weather changes</p>

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<p>Standard 11: Have a variety of educational experiences that involve technology.</p> <p>14. Uses symbols and images to represent something not present</p> <p>14.b. Engages in socio-dramatic play</p> <p>4. Acts out familiar or imaginary scenarios; may use props to stand for something different</p> <p>28. Uses tools and other technology to perform tasks</p>	<p>SCIENCE</p> <p>Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.</p> <p>K.5.1 - Identify tools found around the home and recognize that tools make it easier to do certain jobs. EXAMPLE(S): Construct simple tools, such as paper clocks</p> <p>EDUCATIONAL TECHNOLOGY</p> <p>Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>K.2.1 - Work with others to illustrate and communicate content-based concepts for inclusion in collective class stories or reports developed with graphics and writing applications. K.2.2 - Work with a partner to explore teacher-selected software programs that reinforce and enrich content topics. K.2.3 - Learn about other cultures using digital images, stories, and Web information (with teacher assistance).</p> <p>Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>K.3.1 - Use digital media (e.g., visit the Web, watch an educational video, CD-ROM) to identify a topic and formulate questions for an investigation as a class. K.3.2 - Use a digital storyboard template as a class to organize an investigation, determine the appropriate resources, and locate information about a topic. K.3.3 - Use a variety of digital resources (e.g., selected websites, DVDs, videos) as a class to obtain information about a specific topic. K.3.4 - Use a graphic or text document (e.g., teacher-made table, template) as a class to input and organize key words. K.3.5 - Use a teacher-designed presentation template to deliver a class report on a topic.</p> <p>Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.</p> <p>K.4.1 - Articulate an understanding of the safe use of personal information (e.g., name, address, phone number, photo). K.4.2 - Follow the school's online safety guidelines. K.4.3 - Demonstrate respect for the digital work of others (e.g., do not delete, copy, or post information of others) and understand one's digital rights.</p> <p>Standard 5: Technology Operations and Concepts Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.</p> <p>K.5.1 - Demonstrate the knowledge of the differences between hardware and software applications. K.5.2 - Identify and show proper care of digital equipment (e.g., computer mouse, keyboard, speakers, monitor, camera, DVD players). K.5.3 - Navigate the computer system using the following: <ul style="list-style-type: none"> • Mouse (open/close applications, print/save documents) • Keyboard (type letters and numbers) K.5.4 - Load/open and navigate software applications with minimal assistance. K.5.5 - Use content-appropriate applications (computer-based and online) for directed and independent learning (e.g., create a picture, read e-books, browse content-based DVDs).</p> <p>FINE ARTS - THEATER</p> <p>Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.1 - Perform imitative movements, rhythmical activities, and theater games. EXAMPLE(S): freeze, statues, mirrors K.2.2 - Perform group pantomimes and improvisations to retell familiar stories. K.2.3 - Use costumes and props in role-playing.</p>

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<p>Standard 12: Learn about self and others.</p> <p>14. Uses symbols and images to represent something not present</p> <p>14.b. Engages in socio-dramatic play</p> <p>6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>33. Explores the visual arts</p>	<p>Standard 1: Culture</p> <p>FINE ARTS - THEATER</p> <p>Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.</p> <p>K.3.1 - Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p> <p>K.3.2 - Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.</p>
<p>Standard 13: Know and accept their own culture and others.</p> <p>30. Shows basic understanding of people and how they live</p>	<p>SOCIAL STUDIES</p> <p>Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.</p> <p>K.1.1 - Identify and describe family or community members who promote the welfare and safety of children and adults.</p> <p>K.1.2 - Use the word because in the context of stories or personal experiences correctly.</p> <p>WORLD LANGUAGES</p> <p>Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied.</p> <p>K.4.1 - Recognize and imitate basic routine practices of the target cultures. EXAMPLE(S): greetings, table manners</p> <p>K.4.2 - Identify products and symbols of the target cultures. EXAMPLE(S): food, dress, toys, flags</p>
<p>Standard 14: Know how things, people and places change over time.</p> <p>31. Explores change related to familiar people or places</p>	<p>SOCIAL STUDIES</p> <p>Standard 2: History Students learn how human beings view themselves in and over time.</p> <p>K.2.1 - Identify sequential words—first, next, last—in stories used to describe personal experiences.</p> <p>K.2.2 - Use the following words and phrases related to chronology and time correctly: now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs.</p> <p>K.2.3 - Tell important events in students’ own and their families’ lives in chronological order.</p> <p>K.2.4 - Identify and describe the events celebrated during local or national holidays and why we celebrate them.</p> <p>EXAMPLE(S): Independence Day, Martin Luther King, Jr. Day, Veterans Day, Thanksgiving Day, Santa Marian Kamalen Day, Christmas Day, Liberation Day, Easter.</p>

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<p>Standard 15: Find out why people need things (goods) and how they depend on each other for help (services).</p> <p>30. Shows basic understanding of people and how they live</p>	<p>SOCIAL STUDIES</p> <p>Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.</p> <p>K.5.1 - Give examples from the community of different kinds of jobs that people do, including the work they do at home.</p> <p>K.5.2 - Match simple descriptions of work that people do with the names of those jobs found in the community.</p> <p>K.5.3 - Recognize that people make choices based on available options or because they cannot have everything. EXAMPLE(S): a little girl has to choose between a doll and a dress because her mom said she can only have one thing; the teacher tells students to choose between a treat and extra free time because their behavior was good for the entire week</p> <p>K.5.4 - Explain that people work to earn money to buy the things they need and want.</p> <p>K.5.5 - Use words relating to work, such as jobs, money, buying, and selling.</p>
<p>Standard 16: Understand what people need to do to work and live together in a community.</p> <p>30. Shows basic understanding of people and how they live</p>	<p>SOCIAL STUDIES</p> <p>Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.</p> <p>K.4.1 - Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.</p> <p>K.4.2 - Demonstrate that being a good citizen involves the following:</p> <ul style="list-style-type: none"> • Taking turns and sharing • Taking responsibility for certain classroom chores • Taking care of personal belongings and respecting what belongs to others • Following rules and understanding the consequence of breaking rules • Practicing honesty, self-control, and kindness to others • Participating in decision making in the classroom • Participating successfully in group settings <p>K.4.3 - Recognize the American and Guam flags and identify the president as the leader of the U.S. and the governor the leader of Guam.</p> <p>K.4.4 - Recognize the Pledge of Allegiance.</p> <p>K.4.5 - Give examples that show the meaning of the following concepts at home, in school, and in the community:</p> <ul style="list-style-type: none"> • Authority • Fairness • Justice • Responsibility • Rules <p>K.4.6 - Explain the purpose of laws in the community and how they are enforced.</p>

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<p>Standard 17: Develop awareness of where they live and location of places or things.</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>6. Uses and responds appropriately to positional words indicating location, directions, and distance</p> <p>32. Demonstrates simple geographic knowledge</p>	<p>SOCIAL STUDIES</p> <p>Standard 3: Geography</p> <p>Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human- environment interactions.</p> <p>K.3.1 - Identify and recognize the difference between maps and globes. EXAMPLE(S): Maps are flat pictures of the Earth and globes are round like the Earth.</p> <p>K.3.2 - Use words and phrases that indicate locations, directions, chronology, and time. EXAMPLE(S): up, down, near, far, left, right, now, long ago, before, after</p> <p>K.3.3 - Identify and recognize places at home, at school, and community locations.</p> <p>K.3.4 - Recognize the map of Guam.</p>
<p>Standard 18: Develop awareness of the natural environment and how it can be protected.</p> <p>27. Demonstrates knowledge of Earth's environment</p>	<p>SOCIAL STUDIES</p> <p>Standard 4: Government and Civics</p> <p>Students learn to achieve civic competence by studying the structures of power, authority, and governance.</p> <p>K.4.2 - Demonstrate that being a good citizen involves the following:</p> <ul style="list-style-type: none"> • Taking turns and sharing • Taking responsibility for certain classroom chores • Taking care of personal belongings and respecting what belongs to others • Following rules and understanding the consequence of breaking rules • Practicing honesty, self-control, and kindness to others

4. Communication, Language Development, & Literacy

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>Common Core State Standards Guam DOE KG Content Standards</p>
<p>Standard 1: Use language in a variety of ways.</p> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>6. Describes and tells the use of many familiar items</p> <p>9b. Speaks clearly</p> <p>6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>6. Shows eagerness to learn about a variety of topics and ideas</p> <p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>	<p>K.SL.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups:</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>K.SL.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>K.SL.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>LANGUAGE ARTS</p> <p>Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.</p> <p>K.5.1 - Recognize and use complete, coherent sentences when speaking.</p> <p>Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.</p> <p>K.6.3 - Share information and ideas, speaking in complete, coherent sentences.</p> <p>K.6.4 - Describe people, places, things (including their size, color, and shape), locations, and actions.</p> <p>K.6.5 - Recite short stories, poems, rhymes, and songs. EXAMPLE(S): Tell an experience or creative story in a logical sequence (chronological order, first, second, last)</p> <p>Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.</p> <p>K.7.1 - Ask How? and Why? questions about a topic of interest.</p> <p>WORLD LANGUAGES</p> <p>Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.</p> <p>K.1.1 - Ask and answer simple questions about familiar topics.</p> <p>K.1.2 - Give and follow simple instructions.</p> <p>K.1.3 - Recognize and use situation-appropriate nonverbal communication.</p>

4. Communication, Language Development, & Literacy

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<p>Standard 2: Listen and understand different ways people speak and communicate.</p> <p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>8b. Follow directions</p> <p>4. Follows simple requests not accompanied by gestures</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>6. Engages in conversations of at least three exchanges</p> <p>10b. Uses social rules of language</p> <p>6. Uses acceptable language and social rules while communicating with others; may need reminders</p> <p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> <p>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories</p> <p>6. Retells a familiar story in proper sequence, including major events and characters</p>	<p>LANGUAGE ARTS</p> <p>Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.</p> <p>K.6.1 - Understand there are different purposes for listening. EXAMPLE(S): Distinguish between listening for information and listening to a friend sharing a story.</p> <p>K.6.2 - Understand and follow one- and two-step spoken directions.</p> <p>Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p> <p>K.8.1 - Listen and respond to each other's oral stories, giving feedback.</p> <p>WORLD LANGUAGES</p> <p>Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.</p> <p>K.2.1 - Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.</p> <p>K.2.2 - Recognize letters and sounds in familiar words.</p> <p>Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied.</p> <p>K.4.1 - Recognize and imitate basic routine practices of the target cultures. EXAMPLE(S): greetings, table manners</p> <p>K.4.2 - Identify products and symbols of the target cultures. EXAMPLE(S): food, dress, toys, flags</p> <p>Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.</p> <p>K.5.1 - Recognize words shared between English and the target language.</p> <p>K.5.2 - Recognize basic differences in writing system. EXAMPLE(S): kana (Japanese), ñ in Spanish</p> <p>Standard 6: Communities Students will use the language both within and beyond the school setting.</p> <p>K.6.1 - Share experiences from the world language class within the school and/or community. EXAMPLE(S): Recite target language to family and friends</p>

4. Communication, Language Development, & Literacy

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>Common Core State Standards Guam DOE KG Content Standards</p>
<p>Standard 3: Gradually produces more vocabulary and correct sentence structure.</p> <p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>6. Uses complete, four- to six-word sentences</p>	<p>WORLD LANGUAGES</p> <p>Standard 3: Communication</p> <p>Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.</p> <p>K.3.1 - Imitate vowel and consonant sounds.</p> <p>K.3.2 - Recite rote sequences and single word responses to visual cues. EXAMPLE(S): greetings</p> <p>K.3.3 - Write alphabet or characters particular to language, numbers, and sight words.</p> <p>K.3.4 - Copy words and phrases.</p>
<p>Standard 4: Recognize and use symbols.</p> <p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in socio-dramatic play</p> <p>4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17b. Uses print concepts</p> <p>6. Shows awareness of various features of print: letters, words, spaces, upper- and lower- case letters, some punctuation</p>	<p>K.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>K.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content:</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>K.L.5 - With guidance and support from adults, explore word relationships and nuances in word meanings:</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real- life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>K.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>LANGUAGE ARTS</p> <p>Standard 1LA/R: Word Analysis, Fluency, and Vocabulary</p> <p>Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.</p> <p>K.1.11 - Identify common signs and symbols. EXAMPLE(S): Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.</p> <p>FINE ARTS- THEATER</p> <p>Standard 2: Creating</p> <p>Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.3 - Use costumes and props in role-playing.</p>

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<p>Standard 5: Enjoy and understand books.</p> <p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p> 6. Draws on everyday experiences and applies this knowledge to a similar situation</p> <p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p> 4. Asks and answers questions about the text; refers to pictures</p> <p> 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p> <p>18b. Uses emergent reading skills</p> <p> 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>	<p>K.RL.1 - With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RL.2 - With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 - With prompting and support, identify characters, settings, and major events in a story.</p> <p>K.RL.4 - Ask and answer questions about unknown words in a text.</p> <p>K.RL.5 - Recognize common types of texts (e.g., storybooks, poems).</p> <p>K.RL.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>K.RL.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>K.RL.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K.RL.10 - Actively engage in group reading activities with purpose and understanding.</p> <p>K.RI.1 - With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.2 - With prompting and support identify the main topic and retell key details of a text.</p> <p>K.RI.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4 - With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.RI.5 - Identify the front cover, back cover, and title page of a book.</p> <p>K.RI.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>K.RI.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p>K.RI.8 - With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>K.RI.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p>K.RI.10 - Actively engage in group reading activities with purpose and understanding.</p> <p>LANGUAGE ARTS</p> <p>Standard 3R: Reading Comprehension and Analysis of Literary Texts</p> <p>Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.</p> <p>K.3.1 - Use pictures and context to make predictions about story content.</p> <p>K.3.2 - Retell familiar stories.</p> <p>K.3.3 - Identify and distinguish different text forms, including fantasy and everyday realistic print materials (storybooks, poems, newspapers, signs, labels)</p> <p>K.3.4 - Identify characters, settings, and key events.</p> <p>EXAMPLE(S):</p> <ul style="list-style-type: none"> • Identify the main characters in a story, such as Noisy Nora by Rosemary Wells • Describe the setting in a familiar story, such as Goodnight Moon by Margaret Wise Brown • Retell the important events in a story, such as the folktale Jack and the Beanstalk <p>K.3.5 - Understand what is heard or seen by responding to questions (Who?, What?, Where?).</p>

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<p>Standard 6: Show interest in writing.</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p> 6. Shows eagerness to learn about a variety of topics and ideas</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17b. Uses print concepts</p> <p> 2. Shows understanding that text is meaningful and can be read</p> <p>19. Demonstrates emergent writing skills</p> <p>19a. Writes name</p> <p> 3. Mock letters or letter-like forms</p> <p>19b. Writes to convey meaning</p> <p> 3. Mock letter or letter-like forms</p>	<p>K.W.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>K.W.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>K.W.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.W.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LANGUAGE ARTS</p> <p>Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.</p> <p>K.4.1 - Write by moving from left-to-right and top-to-bottom.</p> <p>K.4.2 - Use letters, pictures, and phonetically-spelled words to write about experiences, stories, people, objects, or events. EXAMPLE(S): Write correctly simple words, such as man, cat, and run, and spell other words as they sound, such as whale as wal, jumps as jmps, and bigger as bigr, showing an understanding of what letters represent certain sounds.</p> <p>K.4.3 - Draw pictures and write words for a specific group of people, person, or reason. EXAMPLE(S): Draw a picture or write to a friend or a family member to tell about something new at school. Write or dictate an invitation to a parent to attend a classroom event.</p> <p>K.4.4 - Self-correct words. EXAMPLE(S): Correct misspelling of name and simple everyday words.</p> <p>Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.</p> <p>K.5.2 - Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names. EXAMPLE(S): Spell correctly common words, such as cat, or spell by how the word sounds, such as kat.</p> <p>K.5.3 - Write uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters.</p>

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<p>Standard 7: Understand that print has meaning.</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17b. Uses print concepts</p> <p>6. Shows awareness of various features of print: letters, words, spaces, upper- and lower- case letters, some punctuation</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>3. Mock letter or letter-like forms</p>	<p>K.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds(phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>LANGUAGE ARTS</p> <p>Standard 1LA/R: Word Analysis, Fluency, and Vocabulary</p> <p>Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.</p> <p>K.1.1 - Identify basic concepts about print using books.</p> <p>EXAMPLE(S): Point to the front cover, back cover, and title page of a book</p> <ul style="list-style-type: none"> - Follow words from left to right, including return sweep, and from top to bottom on the printed page - Point to a letter and then to a word - Match oral words to printed words - Understand that printed materials provide information <p>K.1.2 - Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>K.1.3 - Listen to two or three phonemes (sounds) when they are read aloud; tell the number of sounds heard; and, say the changes when one sound is added, substituted, omitted, moved, or repeated.</p> <p>EXAMPLE(S):</p> <ul style="list-style-type: none"> • Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/ • Tell what sound you hear at the beginning of the word girl • Listen to the word bat and tell what word is left when you take the /b/ sound away • Tell what word is left when you take the /br/ sound away from the spoken word brother <p>K.1.4 - Listen to and blend consonant-vowel-consonant (cvc) sounds and tell what word is made. EXAMPLE(S): Listen to and blend the sounds /b/, /e/, /d/ and tell what word is made (bed)</p> <p>K.1.5 - Listen to and segment consonant-vowel-consonant (cvc) sounds of a word spoken. EXAMPLE(S): Listen to and segment the sounds in the spoken word bed (/b/, /e/, /d/)</p> <p>K.1.6 - Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.</p> <p>K.1.7 - Read monosyllabic and high-frequency (often heard) words by sight automatically and accurately.</p> <p>K.1.8 - Use self-correcting strategies when reading simple sentences.</p> <p>K.1.9 - Learn and apply knowledge of alphabetical order (first letter).</p> <p>K.1.10 - Identify and sort common words in basic categories. EXAMPLE(S): Tell whether the words blue, yellow, and red are colors, shapes, or foods. Tell the names of some favorite colors.</p> <p>K.1.12 - Listen to stories read aloud and use story vocabulary to retell the stories.</p> <p>Standard 7: Informational Literacy</p> <p>Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.</p> <p>K.7.2 - Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology). EXAMPLE(S): Create a chart (poster) about their family and things they like to do</p>

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<p>Standard 8: Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment.</p> <p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p>6. Decides whether two words rhyme</p> <p>15b. Notices and discriminates alliteration</p> <p>6. Matches beginning sounds of some words</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>4. Hears and shows awareness of separate syllables in words</p> <p>16. Demonstrates knowledge of the alphabet</p> <p>16b. Uses letter-sound knowledge</p> <p>6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p> <p>4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>17b. Uses print concepts</p> <p>2. Shows understanding that text is meaningful and can be read</p> <p>4. Indicates where to start reading and the direction to follow.</p> <p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>	<p>K.RF.1 - Demonstrate understanding of the organization and basic features of print:</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>K.RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme (consonant-vowel- consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one- syllable words to make new words.</p> <p>K.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>K.RF.4 - Read emergent-reader texts with purpose and understanding.</p> <p>LANGUAGE ARTS</p> <p>Standard 1LA/R: Word Analysis, Fluency, and Vocabulary</p> <p>Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.</p> <p>K.1.1 - Identify basic concepts about print using books.</p> <p>EXAMPLE(S): Point to the front cover, back cover, and title page of a book</p> <ul style="list-style-type: none"> - Follow words from left to right, including return sweep, and from top to bottom on the printed page - Point to a letter and then to a word - Match oral words to printed words - Understand that printed materials provide information <p>Standard 2R: Reading Comprehension and Analysis of Nonfiction Texts</p> <p>Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.</p> <p>K.2.1 - Locate the title and the name of the author of a book.</p> <p>K.2.2 - Generate and respond to questions (What, Where, When?, Why?).</p> <p>K.2.3 - Identify types of everyday print materials. EXAMPLE(S): Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.</p>

5. Creative Development - Visual Art, Music, Creative Movement & Drama, & Aesthetic Appreciation

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>(There are no Common Core State Standards for this developmental domain.)</p> <p>Guam DOE KG Content Standards</p>
VISUAL ART	
<p>Standard 1: Create and express themselves through a variety of art experiences.</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p style="padding-left: 20px;">6. Plans and then uses drawings, constructions, movements, and dramatization to represent ideas</p> <p>33. Explores the visual arts</p>	<p>EDUCATIONAL TECHNOLOGY</p> <p>Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.</p> <p>K.1.1 - Use digital media and resources (e.g., drawing tools, digital camera) to capture images and illustrate ideas for class stories and content-related topics (with teacher assistance).</p> <p>FINE ARTS - VISUAL ARTS</p> <p>Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.2 - Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper, in creating a collage with colored cut or torn paper and add lines.</p> <p>K.2.3 - Paint pictures expressing ideas about family and neighborhood.</p>
<p>Standard 2: Begin to learn the basics about art.</p> <p>33. Explores the visual arts</p>	<p>FINE ARTS - VISUAL ARTS</p> <p>Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.</p> <p>K.1.1 - Recognize and describe simple patterns found in the environment and works of art.</p> <p>K.1.2 - Name art materials introduced in lessons. EXAMPLE(S): clay, paint, crayons</p> <p>K.1.3 - Identify the elements of art (i.e., types of line, color, and shape) in the environment and in works of art.</p> <p>K.1.4 - Discuss their own works of art using art vocabulary learned (line, color, shape).</p> <p>K.1.5 - Describe what is seen (including both literal and expressive content) in selected works of art.</p> <p>K.1.6 - Discuss how and why they made a specific work of art and, using art vocabulary, explain why they like it.</p> <p>Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.1 - Use lines, shapes, and colors to make patterns with tempera paints.</p> <p>K.2.2 - Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper, in creating a collage with colored cut or torn paper and add lines.</p> <p>K.2.3 - Paint pictures expressing ideas about family and neighborhood.</p> <p>K.2.4 - Use lines in drawings and paintings to create contours of realistic objects in nature.</p> <p>K.2.5 - Use geometric shapes (e.g., circle, triangle, square) and organic shapes (i.e., natural) to make a work of art.</p> <p>Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.</p> <p>K.4.1 - Look at and draw something used every day and describe how the object is used. EXAMPLE(S): scissors, toothbrush, fork</p> <p>K.4.2 - Read a favorite book and describe how the artist used shapes and colors in the illustrations.</p> <p>K.4.3 - Point out symbols found at home, in school, and in the community that use line, shapes, and color. EXAMPLE(S): stop signs, walk symbols</p> <p>K.4.4 - Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.</p>

5. Creative Development - Visual Art, Music, Creative Movement & Drama, & Aesthetic Appreciation

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>(There are no Common Core State Standards for this developmental domain.)</p> <p>Guam DOE KG Content Standards</p>
<p>MUSIC</p>	
<p>Standard 3: Begin to learn the basics about music.</p> <p>34. Explores musical concepts and expression</p>	<p>FINE ARTS- MUSIC</p> <p>Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.</p> <p>K.1.1 - Use icons or inventive symbols to represent beat. K.1.2 - Identify and describe basic elements in music. EXAMPLE(S): high/low, fast/slow, loud/soft, beat K.1.3 - Create movements that correspond to specific music. K.1.4 - Identify and discuss the elements in music written for specific purposes and/or relate to topics students are studying. EXAMPLE(S): work song, lullaby</p>
<p>Standard 4: Create and express themselves through a variety of musical experiences.</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>6. Plans and then uses drawings, constructions, movements, and dramatization to represent ideas</p> <p>30. Shows basic understanding of people and how they live</p> <p>34. Explores musical concepts and expression</p>	<p>FINE ARTS - MUSIC</p> <p>Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.1 - Use the singing voice to echo short melodic patterns. K.2.2 - Sing age-appropriate songs from memory. K.2.3 - Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction. K.2.4 - Create accompaniments using the voice or a variety of classroom instruments.</p> <p>Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.</p> <p>K.3.1 - Identify the various uses of music in daily experiences. K.3.2 - Sing and play simple singing games from various cultures and the local community. K.3.3 - Use a personal vocabulary to describe voices and instruments from diverse and local cultures. K.3.4 - Use developmentally appropriate movements in responding to music from various genres and styles. EXAMPLE(S): rhythm, melody</p>

5. Creative Development - Visual Art, Music, Creative Movement & Drama, & Aesthetic Appreciation

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS</p> <p>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>(There are no Common Core State Standards for this developmental domain.)</p> <p>Guam DOE KG Content Standards</p>
CREATIVE MOVEMENT & DRAMA	
<p>Standard 5: Begin to learn the basics about movement.</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>	<p>FINE ARTS - DANCE</p> <p>Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.</p> <p>K.1.1 - Understand and respond to a wide range of opposites of elements of dance: shape, space, energy, and time. EXAMPLE(S): high/low, straight/curved, forward/backward, wiggle/freeze, fast/slow</p> <p>K.1.2 - Move in response to verbal instructions. EXAMPLE(S): walk, turn, reach. Move in response to sound or music cues. EXAMPLE(S): a drum, musical chairs</p> <p>Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.1 - Use body, energy, space, and time to move in a variety of ways.</p> <p>K.2.2 - Move in locomotor and axial modes.</p> <p>K.2.3 - Move in ways that reflect a variety of personal experiences and natural observances. 1. Personal Experiences EXAMPLE(S): happy sad, angry, excited 2. Natural Observances EXAMPLE(S): like a butterfly, like a fish</p> <p>K.2.4 - Respond to a variety of stimuli. EXAMPLE(S): sounds, words, songs, props, images, observed dance</p> <p>K.2.5 - Create simple dance sequences and repeat them (patterns). EXAMPLE(S): run-jump-balance, march- skip-clap</p> <p>K.2.6 - Move with a partner. EXAMPLE(S): skipping, mirroring, lead/follow in pairs, follow the leader</p> <p>Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.</p> <p>K.4.1 - Demonstrate recognition of personal space and respect for the personal space of others.</p> <p>K.4.2 - Give examples of the similarities between everyday movement and dance movement. EXAMPLE(S): wind, volcanic flow, cats leaping, rockets launching for space travel</p> <p>FINE ARTS - THEATER</p> <p>Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.</p> <p>K.2.1 - Perform imitative movements, rhythmical activities, and theater games. EXAMPLE(S): freeze, statues, mirrors</p> <p>K.2.2 - Perform group pantomimes and improvisations to retell familiar stories.</p> <p>K.2.3 - Use costumes and props in role-playing.</p> <p>Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.</p> <p>K.4.1 - Dramatize information from other content areas. Use movement to reinforce vocabulary, such as fast, slow, in, on, through, over, and/or under.</p> <p>K.4.2 - Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p>

5. Creative Development - Visual Art, Music, Creative Movement & Drama, & Aesthetic Appreciation

<p>EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</p>	<p>(There are no Common Core State Standards for this developmental domain.) Guam DOE KG Content Standards</p>
<p>AESTHETIC APPRECIATION</p>	
<p>Standard 6: Develop appreciation for natural and cultural beauty. 30. Shows basic understanding of people and how they live</p>	<p>FINE ARTS - DANCE Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world. K.3.1 - Name and perform folk/traditional dances from another culture.</p> <p>FINE ARTS - VISUAL ARTS Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world. K.3.1 - Describe functional (i.e., used) and non-utilitarian (i.e., not used, only viewed) art seen in daily life. K.3.2 - Identify and describe works of art that show people doing things together. K.3.3 - Look at and discuss works of art from a variety of times and cultures. EXAMPLE(S): artists: Mondrian (geometric), Matisse (organic)</p>
<p>Standard 7: Develop appreciation for visual and performing arts. 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>	<p>FINE ARTS - THEATER Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations. K.1.1 - Use the vocabulary of theater, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences. K.1.2 - Identify differences between real people and imaginary characters. K.1.3 - Respond appropriately to a theatrical experience as an audience. K.1.4 - Compare a real story with a fantasy story.</p> <p>Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications. K.4.1 - Use music, together with dance, theater, and the visual arts, for storytelling. K.4.2 - Identify and talk about the reasons artists have for creating dances, music, theater pieces, and works of visual art.</p>

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Notes



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