Tim
Physical Development and Health

- Fine (Small) Motor Skills
- Gross (Large) Motor Skills
- Health Status and Practices
- Nutrition

DOCUMENT EXAMPLES UNDER THESE “WIDELY HELD EXPECTATIONS”. INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER’S NAME.

**Fine (Small) Motor Skills**

**Widely Held Expectations**

- Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination
  - Uses eye-hand coordination to perform a variety of tasks

- Develops fine (small) motor skills through participation in activities

- Uses strength and control to perform simple tasks

- Child explores drawing and painting materials

**Examples to observe and document**

- Participates in activities which require the use of small muscles (buttoning, squeezing, etc.)
- Handles small objects with growing skill (stringing small beads, fitting small objects into holes, etc.)
- Pulls caps off markers and puts them back on firmly, easily uses scissors, brushes, pencils, etc.
- Puts small building blocks together and pulls them apart with relative ease
- Opens/closes jars or lids on containers
- Uses materials for fine (small) motor skills (drawing, handwriting development, use of computer keyboard/mouse, musical instruments, etc.)
Gross (Large) Motor Skills

Widely Held Expectations

• Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities

• Child develops gross (large) motor skills
  ➢ Coordinates both hands to manipulate large objects

  ➢ Continues to develop body flexibility and coordination

  ➢ Uses indoor and outdoor gross (large) motor equipment safely and appropriately

Examples to observe and document:

• Engages in gross (large) motor activities (marching, hopping, running, dancing, pulling wagons, pushing boxes, rolling, etc.)
• Engages in complex movements (climbing, going up and down steps, riding a tricycle, skipping, throwing, catching, bouncing a ball, etc.)
• Begins to identify body parts and words used in movement (eyes, arms, head, knees, etc.)
• Acknowledges and supports children’s natural tendencies to move and be active throughout the day
Health Status and Practices

Widely Held Expectations

- Child develops an awareness of health, nutrition and safety
  - Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting

- Develops knowledge and skills about what to do in case of fire, storm, injury or other emergencies

- Identifies potentially harmful objects, substances or behaviors, knows to leave them alone and tell an adult

- Child develops an understanding of the need for regular physical exercise and activity

Examples to observe and document

- Participates actively in games, outdoor play, and other forms of exercise that enhance physical wellness
- Follows program safety rules
- Recognizes common signs of danger/warning
- Uses good hand washing skills (after toileting, eating, wiping nose, handling animals, etc.)
- Models health and safety practices during regular activities including meals and snacks
- Practices necessary emergency drills (fire, tornado, emergency, etc.)
Nutrition

Widely Held Expectations

• Child shows knowledge of healthy eating and lifestyle habits
  ➢ Demonstrates knowledge that some foods are healthier than others

➢ Uses manners during meals/snacks, including asking for second helpings

• Child begins to develop interest in foods and eating styles of other cultures

• Child understands that healthy foods help them to grow and give them energy to play and think

Examples to observe and document:

• Passes food and takes child-sized portions
• Chooses to try new foods and eat a variety of foods
• Uses dramatic play materials to show awareness of different kinds of food, cooking utensils, etc.
• Serves and feeds themselves and assists with cleanup
• Provides opportunities for children to prepare healthy snacks
Language and Literacy

• Listening and Understanding
• Speaking and Communicating
• Phonological Awareness

• Book Knowledge and Appreciation
• Print Awareness and Concepts
• Early Writing and Alphabet Knowledge

Examples to observe and document

• Follows directions from the adult such as "Please go and wash your hands, then sit down at the table"
• Retells main events of stories, and repeats familiar songs and poems
• Carries on a conversation with another person, either verbally or by alternative means, that extends a thought or idea
• Listens to audio-taped or read stories and shows understanding through body language, pointing to pictures
Speaking and Communicating

Widely Held Expectations

• Child communicates needs, wants or thoughts through words, gestures, actions, or expressions
  ➢ Uses sentences that include two or more separate ideas

➢ Initiates interactions with adults and peers

• Child communicates for a variety of purposes
  ➢ Attempts to solve problems with other children independently by communicating with them

➢ Greets adults and peers

• Child uses English or native language to share feelings and express ideas

• Child uses new vocabulary that has been introduced

Examples to observe and document:

• Speaks clearly enough, or uses alternative communication methods, to be understood by others
• Asks questions to acquire more information
• Uses “please,” “thank you,” and “excuse me,” although often needs reminders
• Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing, etc.)
Phonological Awareness

- Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)
  - Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems
  - Spontaneously repeats songs, rhymes and chants, and creates nonsense words

- Child progresses in listening and telling differences in phonemes (smallest parts of sound in a spoken word)
  - Identifies words that begin with the same sound

- Child recognizes the connection between spoken and written words
  - Shows growing ability to hear and discriminate separate syllables in words
  - Isolates beginning and ending sounds of printed or spoken words

**Example to observe and document:**
- Listens to two words and determines whether or not they rhyme
- Notices that several words or names begin with the same sound (Marcus, Maria, Matthew, etc.)
- Claps hands for each syllable in words
- Plays with sounds to create new words
Book Knowledge and Appreciation

• Child demonstrates interest in and appreciation of reading-related activities
  ➢ Shows interest when stories are read

  ➢ Relates events in story to own knowledge and experience

• Child increases knowledge about books and how they typically are read
  ➢ Holds book right side up

  ➢ Turns pages front to back / one at a time

  ➢ Knows specific words related to books such as author and illustrator

• Child learns to sequence and predict a story
  ➢ Picture reads; tells about the story from the pictures on the cover or in the book

Examples to observe and document:
• Asks people to read stories, signs, notes
• Answers questions about a story that has been read or repeats parts of the story
• Chooses a favorite book
• Pretends to read book titles/simple stories
• Tells stories to others, real and imaginary
• Provides print rich environment and reads to children, both individually and as a group
Print Awareness and Concepts

Widely Held Expectations
• Child shows an awareness of print as a form of meaningful communication
  ➢ Follows the print on the page, moving eyes from left to right and top to bottom (uses finger under print)

  ➢ Identifies some letters and numbers

  ➢Recognizes and begins to write own name

  ➢“Reads” familiar environmental print (logos, posters, signs, etc.)

• Child understands that each spoken word can be written down and read

Examples to observe and document:
• Asks people to read stories, signs or notes
• Reads several words or a few simple phrases or sentences
• Points to words using a left to right progression when “reading” picture books
• Picks out and labels specific letters from their name when looking at book titles or program labels
• Wants to read stories to others
Early Writing and Alphabet Knowledge

Widely Held Expectations

- Child shows an interest in early writing
  - Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories

- Child progresses in the identification of letters
  - Identifies some letters and numbers
  - Uses pretend writing in play as a purposeful activity

- Child recognizes and/or writes own name on artwork or possessions

Examples to observe and document:

- Uses magnetic letters or other alphabet materials to form own name
- Labels a drawing with several randomly placed, letter-like shapes
- Copies letters from signs and labels posted around the room
- Expresses their thoughts and ideas through the developmental stages of scribbles to conventional print
Social and Emotional Development

- Self Concept
- Social Relationships
- Self Control
- Knowledge of Families and Communities
- Cooperation

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### Self Concept

#### Widely Held Expectations

- Child develops independence, confidence, and competence
  - Likes self and shows pride in accomplishments
  - Shows growing independence in a range of activities, routines, and tasks
  - Joins other children in various play activities
  - Chooses from a range of activities within the program

- Child identities own characteristics (name, age, gender, family members, etc.)

**Examples to observe and document:**

- Is willing to try a new activity (soap painting, cooking project, etc.) and pursues it for a meaningful period of time
- Introduces self and family members to others
- Initiates interactions with others
- Selects and participates in chosen activities independently
- Demonstrates self-regulation skills, self-help skills and independence
- Demonstrates appreciation of their gender and cultural identity
Self Control
Widely Held Expectations

- Child expresses feelings and shows concern for others
  - Shows awareness and responds appropriately to the feelings of others
  - Calms self after excitement, expresses strong emotions constructively and controls aggression
  - Manages fears by expressing concerns and accepting support from adults

- Child follows rules and routines
  - Attempts to solve problems with other children independently, by negotiation or other socially acceptable means
  - Participates in daily routines without being asked
  - Builds awareness and ability to follow basic health and safety rules

Examples to observe and document:
- Follows simple program rules
- Helps pick up cups and napkins and puts them in the wastebasket after breakfast/lunch
- Keeps the sand inside the sand table after only a few reminders
- Moves from free play to clean up with ease and purpose
- Uses words and other means of communication to describe positive and negative feelings
Cooperation
Widely Held Expectations

- Child increases ability to sustain relationships
  - Uses compromise and conflict resolution skills
  - Plays actively with other children
  - Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means
  - Uses language to engage others in meaningful conversation

Examples to observe and document:
- Works on projects with other children (shares labor, follows rules, etc.)
- Waits to take a turn in activity
- Plays side by side with other children
- Works cooperatively with another child who is painting on the same side of the easel
- Sits next to a new child and helps the child with snack routine
Social Relationships

Widely Held Expectations

• Child interacts empathetically and cooperatively with adults and peers
  ➢ Receives social support and shows loyalty to a friend

  ➢ Solves problems with other children independently

  ➢ Shows awareness of and responds to the feelings of others

  ➢ Knows how to join a group of playing children

Examples to observe and document:

• Uses words to express anger, such as “I don’t like it when you push me!” or “That makes me mad!”
• Responds to adults’ questions
• Notices who is absent from circle time and asks about it, showing concern for others
• Shares materials and toys with other children
• Develops close friendships with one or two children as well as plays with many children
• Demonstrates an awareness of feelings, ideas, and actions of others, such as “Susie looks really happy today!”
• Listens and talks with others
Knowledge of Families & Communities

Widely Held Expectations

• Child understands and respects similarities and differences among adults and children in their program, home, and community
  ➢ Begins to understand various family roles, jobs, and rules

• Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located

• Child uses familiar words to identify family members and workers in their community

Examples to observe and document

• Reads/looks at books and writes/dictates stories about family, and/or dramatizes stories involving families etc.
• Participates in activities to help others in the group or community
• Sees self as a family member and as a boy or girl in the family
• Shares stories of family events during circle time
• Recognizes familiar places in their environment (stores, parks, restaurants, etc.)
• Describes and appreciate his or her own characteristics and those of others
Music

Widely Held Expectations

• Child is able to sing, play, move and create music, expressing individual imagination
  ➢ Takes the lead in music activities

  ➢ Develops an appreciation for music

• Child responds to music through movement
  ➢ Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat)

  ➢ Uses music as an avenue to express thoughts, feelings, and energy

  ➢ Describes and carries out movement sequences

• Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad, etc.)

Examples to observe and document:

• Participates in music activities (listening, singing, finger plays, games, performances, etc.)
• Uses props to respond with expression to music (scarves, streamers, instruments, etc.)
• Knows the words of often-repeated songs, humming or singing them during other parts of the day
• Makes up songs to accompany their play activities
• Imitates movement to a steady beat
• Uses creative movement and dance in play
• Uses music or songs as cues to transition to a new activity
Art

Widely Held Expectations

• Child progresses in exploration and experimentation with new materials
  ➢ Uses materials to make a simple representation and describes or demonstrates how it was made

• Child gains experience in making shapes and linear patterns
  ➢ Draws or paints images with a few details

• Child broadens artistic exploration
  ➢ Develops confidence in own creative expression through process-oriented experiences

• Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)

Examples to observe and document:

• Participates in individual and group art activities
• Uses new materials to paint pictures (cotton swabs, straws, twigs, marbles, etc.)
• Tries a variety of materials and ways of using the materials (using a big brush to paint broad strokes, combining colors, etc.)
• Attaches materials using tape, stapler, string, etc.
• Discusses the art that he or she has created
• Explores the relationship of space and objects as well as color, balance, texture and design
• Points out various forms of media found in books, photographs and prints
• Uses different techniques and art media
Movement

Widely Held Expectations

• Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement
  ➢ Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat, clapping, etc.)

• Child demonstrates a sense of balance and body coordination
  ➢ Demonstrates a wide variety of positions (stretch, bend, rock, twist, etc.)

• Child represents experiences through movement
  ➢ Demonstrates concepts (feelings, directions, words, ideas, etc.)

Examples to observe and document:
• Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm
• Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.)
• Uses props to create special movements and dances (scarves, streamers, instruments, etc.)
• Moves to various rhythms and musical tempos
• Involvement in activities that involve balance and body coordination
• Participates in indoor and outdoor activities involving balancing, running, jumping and other vigorous movements.
Dramatic Play

Widely Held Expectations

• Child participates in a variety of dramatic play activities
  ➢ Uses words, actions and materials to portray a role, situation or setting

  ➢ Engages in role play with two or more children

• Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations
  ➢ Assumes the role of someone or something else, or talks in language relevant to the assumed role

Examples to observe and document:

• Expresses creativity using puppetry, storytelling, dance, plays, pantomime and theater
• Participates in discussions after attending a dramatic performance
• Acts out a story read aloud during circle time
• Talks to and plays with pretend friends, stuffed animals and other toys
• Engages in role play in various activities such as dress-up, dramatic play, in the block area, etc.
• Acts out books, nursery rhymes and assume roles in other ways
• Demonstrates sequencing skills in telling and acting out stories, stressing beginnings and endings
• Participates with children in various forms of dramatic expression including those from other cultures
Cognitive: Mathematics

**Number and Operations**

**Widely Held Expectations**

- Child develops awareness of numerals
  - Counts up to ten

- Can judge whether groups of up to five objects each contain the same number of objects

- Uses one to one matching (correspondence)

- Distinguishes between numbers and letters

- Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.)
  - Begins to learn sequences of events in time (first, next, last, etc.)

- Child develops an understanding of the counting process
  - Counts in nursery rhymes; counts all types of objects; plays with counting forward or backward

**Examples to observe and document:**

- Compares the quantities of small groups of objects, correctly using words like more/less, some/all
- Recognizes numerals, points to each object when counting, assigning the correct number to it
- Uses words such as yesterday, today, and tomorrow in conversation
- Demonstrates skills using counting in finger plays, books, songs and other activities and materials throughout the daily routine and program
- Groups objects and compares quantities
Geometry and Spatial Sense

**Widely Held Expectations:**

- Child develops knowledge of geometric principles
  - Learns about shapes

- Classifies and sorts different shapes

- Combines different shapes to make representations or patterns

- Child develops spatial sense
  - Uses comparison words correctly

- Uses words that describe the relative position of things

- Child groups objects together that are the same in some way and gives reasons for groupings

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**Examples to observe and document:**

- Recognizes and names simple shapes (circle, square, triangle, etc.) in various sizes and positions
- Uses a pegboard to create geometric shapes with pegs or pegs and rubber bands
- Uses descriptive words (on, off, on top of, under, in, out, behind, below, above, between, around, through, across, up, down, near, far, next to, etc.)
- Compares the various sizes of unit blocks (longer, shorter, same length) to build math skills
- Makes comparisons of sizes and shapes of blocks
- Creates designs with pattern blocks; draws, paints and cut shapes in their artwork; return blocks to the shelves by sorting them; and locate shapes in the outdoor environment
- Uses empty boxes, tubes and containers for creating and constructing
Patterns and Measurement

Widely Held Expectations:

• Child develops knowledge of patterns
  ➢ Begins to recognize duplicates and extends simple patterns using a variety of materials

  ➢ Describes patterns in the environment

• Child develops knowledge of measurement
  ➢ Uses standard and/or non-standard measures

  ➢ Recognizes that different types of measurement can be made (height, length, weight, etc.)

Examples to observe and document:

• Sorts buttons, beads or pegs into egg cartons, with each compartment holding a different color or size
• Makes a pattern with interlocking cubes (white, blue, green, white, blue, green, etc.)
• Takes leaves brought in from a class walk and arranges them from biggest to smallest
• Uses measuring tools at workbench or water table
• Talks about quantity and comparisons as they interact with materials throughout the day
• Predicts what comes next in a pattern or sequence of events
• Uses objects and tools to measure things, “Look, this table is five pencils long.”
Scientific Skills and Methods

Widely Held Expectations

- Child develops scientific skills and methods
  - Makes observations, and describes objects and processes in the environment
  - Begins to make comparisons between objects that have been observed
  - Begins to find answers to questions through active investigation

- Child uses sentences that include two or more ideas with descriptive details

- Child uses senses, materials, events in nature and the environment to investigate and expand knowledge

Examples to observe and document:

- Explores various materials to learn about weight, shape, size, color and temperature
- Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets to pick up metal, observes through a microscope, etc.)
- Makes observations, tries things out to see what will happen, etc.
- Finds answers through active exploration and reflecting on what is learned
- Observes nature and discusses the life cycles of animals (butterflies, frogs, etc.)
- Explores with magnets, magnifying glasses, balance scales, gears, pulleys, measuring devices, and mirrors, etc.
**Scientific Knowledge**

**Widely Held Expectations**

- Child develops knowledge of the scientific process
  - Shows interest in active investigation
  - Begins to make comparisons among objects that have been observed
  - Describes or represents a series of events in the correct sequence

- Child demonstrates understanding of simple cause and effect relationships

- Child shows interest in measurement of time, length, distance, and weight

- Child develops increased ability to observe and discuss things that are common and things that are different

**Examples to observe and document:**

- Compares the properties of objects that float in water with objects that sink
- Uses an eye dropper to drop color in glasses of water/ makes predictions and draws conclusions when mixing colors
- Compares handprint to those of classmates
- Joins in discussions about what we do during the day and what we do at night
- Discusses objects and events that have been observed
- Observes nature and make predictions about natural events
- Observes and describes properties, functions, traits and needs of living things like plants and pets
Approaches to Learning

• Initiative and Curiosity    • Reasoning and Problem Solving

Document 3 examples under these “widely held expectations” for each of your two target children. Include a short narrative, the child’s name and date of competency demonstrated. You may attach the child’s work samples for sharing in Parent/Teacher Conferences. A dated work sample accompanying your narrative and illustrating the child’s ability would count as another entry for 2 points credit.

2 points per entry
3 entries (short narratives and relevant work samples) per target child for a possible TOTAL of 12 points

Initiative and Curiosity
Widely Held Expectations

• Child uses initiative, curiosity and persistence to learn about the world
  ➢ Carries out complex and varied sequences of activities independently

  ➢ Explores ways to use new materials

• Child engages in imaginative play

• Child increasingly uses communication to ask questions and seek answers

Examples to observe and document:
• Asks adults to read stories, signs, or notes
• Participates with different art materials, dramatic play, and puzzles/toys/blocks
• Shows a willingness to listen to a new story or song
• Notices new displays and discusses them with the adult
• Asks questions about new materials in science area
• Tries alternative methods to solve a problem and is highly involved and persistent
Reasoning and Problem Solving
Widely Held Expectations

- Child shows increasing ability to classify, compare and contrast objects, events and experiences
  - Makes comparisons among objects that have been observed
  - Sorts objects by similar qualities

- Child tries several alternative methods to solve a problem and is highly involved and persistent
  - Uses active exploration and trial and error to solve problems
  - Demonstrates persistence in problem solving
  - Increases ability to make predictions and find more than one solution

- Child reflects on experiences and information, and interprets or draws conclusions based on the information

Examples to observe and document:
- Asks for assistance after trying for a minute or two to put together a difficult puzzle
- Tries several methods to reach an object high on a shelf before asking for assistance
- Looks for help when trying to hang up a painting that is still wet
- Constructs a bridge with blocks using past experiences as a guide
- Identifies characteristics of objects or events in their environment
- Make independent choices
- Engages in a variety of sensory experiences
- Tries varied problem solving approaches
CRICKETS