Your GPS to a Child's Success



A Field Guide to the Kentucky Early Childhood Standards

Three and Four

How to use the
Building a Strong Foundation for School Success Series;
Field Guide

This field guide was created to offer an easy-to-read, practical supplement to the KY Early Childhood Standards (KYECS) for anyone who works with young children birth to four years old. This guide is intended to support early childhood professionals who work in the following settings: home settings, early intervention settings, and center-based care. The field guide has chapters for each of the Kentucky Early Childhood Standards. Below is a description of the information you will find in each chapter.

Each chapter will begin with a brief overview of the standard. In this paragraph, you will find information about what this standard is and the theory and research to support its use.

Each chapter contains a section called ***Crossing Bridges***. It is important to understand that the developmental domains of young children often cross and impact others. While a provider is concentrating on a young child learning communication skills, there are other domains or standards being experienced as well. This section tells the reader how this standard supports other standards and domains. For example, you will see that social emotional development of an infant supports or overlaps the infant's communication development.

Each chapter contains a section called ***Post Cards***. This section offers supportive quotes about the standard. In this section, readers will also find narratives, written by early care providers for early care providers. These narratives provide a window into how the standard is supported in a variety of settings.

Each chapter contains a section called ***Sights to See***. This section tells the reader what the benchmarks are for the standards. Each standard contains one or more benchmark. The standard is a broad subject area. These ***Sights to See***, or benchmarks, are indicators that a child is meeting the standard. These benchmarks are the same benchmarks found within the Kentucky Early Childhood Standards.

Each chapter contains a section called ***We know children are on their way when…*** This section is the developmental continuum items found within the Kentucky Early Childhood Standards. This section supports the ***Sights to See***. The Developmental continuum is how children learn developmentally, with regards to the standard. Although not numbered in the KYECS, they are numbered in this tool for organization with adult supports.

Each chapter contains a section called ***We know adults help children get there by …*** This section provides *examples* of how adults provide support for young children to develop. You will notice that each example in this section has at least one number by it. These numbers correspond to the ***We know children are on their way when they …*** section. As you can see, one example or activity could provide support for a child to meet many of the developmental continuum listed in the previous section.

Each chapter contains a section called ***Extra Supports***. Every child needs supports as they develop. In this section, readers will find suggestions to support a child's development. These suggestions may include environmental changes, scheduling adjustments, or general reminders.

Each chapter contains a section called ***Don't forget to refuel***. This section provides resources related to the standard domain. Resources may include agency contact information, books, songs, and community resources that are available to you.

Table of Contents

Language Arts…… 1

Math…… 8

Science…… 14

Social Studies…… 20

Health & Mental Wellness…… 26

Physical Development…… 32

Arts & Humanities…… 38

Resource Guide…… 44

References…… 45



Language Arts Three and Four

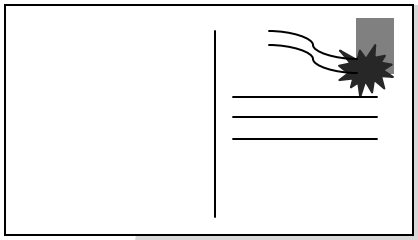
Language development includes understanding and communicating through words, spoken (signed, verbal, symbolic) and written. Children are born with the capacity to communicate with others both verbally and non-verbally but the extent to which this capacity develops depends on the environment. A child's language development involves two major factors, the language modeled by others in her environment and the child's desire to communicate (Copple and Bredekamp, 2009). An infant or toddler, that has experienced an environment where his/her attempts to communicate were met by respectful and sensitive responses will see value in communication. By the time they reach preschool, their ability to communicate thoughts and feelings through spoken (signed or verbal) language takes on new importance. Language becomes the principle tool for establishing and maintaining relationships with adults and other children.



Crossing Bridges

Because words represent objects and ideas, language development is closely related to cognitive development. With frequent language experiences between the ages of 3 and 5, children's vocabulary can grow dramatically. Research suggests the larger the child's vocabulary, the more likely that the child will become a good reader and writer. Language and literacy skills go hand in hand. Listening, speaking, reading and writing develop interdependently in children (Dodge, Colker and Heroman, 2002). Motor development plays an important role in Language Arts as children have more opportunities to communicate about more things when they can move around their environment and hand muscles as well as eye-hand coordination are important for exploring writing and art tools. Language plays a role in Arts and Humanities as children listen to stories and songs and talk with each other in their role play. Language also plays a role in Health and Mental Wellness as children's language directly impacts their ability to communicate with others regarding feelings. Science and Social Studies are also dependent on Language as children can formulate questions to seek information and share their predictions and discoveries with others.

"Thank you for putting a butterfly sticker on all the things that have my name on it. You knew I love butterflies so now it is easy for me to find my things. I also keep seeing my name next to that butterfly and I have already learned that my name has 4 letters."



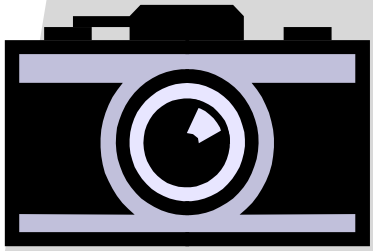
Post Cards

"Literacy begins with speaking and listening. Adults are so familiar with these we rarely acknowledge them as complex, learned skills, except when visiting a foreign country." Colin Grigg

"When you read with your child, you show them that reading is important, but you also show them they're important - that they are so important to you that you will spend 20 minutes a day with your arm around them." Laura Bush

"The development and use of communication and language is at the heart of young children's learning." Early Years Foundation Stage Curriculum Guidance

As a toddler, Alex loved a small photo album his mother had made him with pictures from his trip to the zoo. She even used a marker to write a title Alex and the Zoo on the cover and would 'read' it to him over and over telling the story of their special trip. Alex is 4 now and has just returned from the county fair. They had not taken photos so Alex asked for paper and crayons. He drew pictures of his favorite things from the fair and asked his mother write his words under each pictures then put the pages together to make a book.



Sights to See

- **Communicates non-verbally using gestures.**
- **Uses words for a variety of purposes.**
- **Can be understood by others when using words and uses words correctly.**
- **Listens to adults and peers including following directions.**
- **Watches others to gain information.**
- **Listens to stories.**
- **Understands that printed words have meaning.**
- **Recognizes letters of the alphabet.**
- **Beginning to recognize that letters have certain sounds.**
- **Shows an understanding that written words have meaning.**
- **Retells stories.**
- **Understands that writing is a way to communicate.**
- **Uses scribbling or marks to represent writing.**
- **Uses pencil, markers, crayons etc. for writing.**

"Thank you for playing that rhyming game we made up in the car. We thought of a lot of 'at' sounding words like cat, bat, and rat. I am getting good at this game! I really surprised you when I said 'bee' after you said 'tree' didn't I? Our day is pretty busy and I love getting to play with you, even in the car! "





We know children are on their way when they…	We know adults help children get there by…	
1. Identifies or chooses person or object by pointing, physically touching or moving toward another. 2. Uses gestures and/or movements to initiate interactions or to get needs met. 3. Uses symbols/pictures as representation for oral language. 4. Initiates communication to have needs met. 5. Responds meaningfully in conversations and discussions with peers and adults. 6. Asks many why, when, where questions. 7. Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs. 8. Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes. 9. Speaks clearly enough to be understood by most listeners. 10. Uses simple sentences to express self, but may not always use correct grammar. 11. Uses more complex sentences, but grammar is still sometimes incorrect. 12. Uses complex sentences with correct grammar. 13. Develops increasingly abstract use of language. 14. Attends to adult or peer who is speaking/signing. 15. Follows simple directions 16. Gains information through listening experiences 17. Uses listening to interpret and apply meaning. 18. Uses senses to explore / interpret the environment. 19. Makes comparisons in everyday experiences. 20. Predicts / draws conclusions about experiences and play. 21. Makes predictions concerning everyday experiences and play. 22. Draws conclusions from everyday experiences and play. 23. Participates actively in story time. 24. Chooses reading activities. 25. Responds to reading activities with interest and enjoyment. 26. Handles books correctly. 27. Understands that print has meaning. 28. Recognizes *some* letters of the alphabet. 29. Recognizes *some* letters and words in print. 30. Identifies *some* known letters in familiar & unfamiliar words. 31. Recognizes rhyming words. 32. Recognizes sounds that match. 33. Produces rhyming words. 34. Discriminates separate syllables in *some* words. 35. Makes *some* letter-sound connections. 36. Identifies some beginning sounds. 37. Names features of a picture. 38. Uses illustrations to tell major events of a story. 39. Understands that text has a specific meaning. 40. Imitates act of reading in play.	1,3	Provide appropriate choices for children and respect their choices.
	3,4 27-30 46,47 28-36	Use picture and symbol labels through the day, on toy baskets for clean-up, on cubbies, chairs, child's coat or backpack. Point out signs in the car, store, etc. Include magnet letters for play. Provide paper and crayons, markers etc. Allow them to see their name often in print. Avoid all capital letters when writing, rather use one capital to start then the rest lower case. Discuss signs in the environment 'stop' 'exit' etc. Point out when two words start with the same sound ex. "Dante is new in our class. David, Dante's name starts with a 'd' sound just like yours." Point out rhyming words and play games to produce rhymes "Who can tell me another animal that's name sounds like 'rat'?"
	2, 4-12	Encourage the child to expand gestures (pointing) to signs or spoken words and eventually sentences when expressing a need by providing child with consistent examples and allowing time for child to try to him/herself. Use everyday routines and play, when learning new words/phrases choose one that can work in many situations "I need help." and expand from there
	7-13	Ask open-ended questions to encourage more than 1-word answers.
	7	Help child label their feelings, label your own feelings, read stories that include character's experiences with various feelings
	8	Model appropriate voice levels in indoor and outdoor settings. Provide respectful reminders as needed.
	9	Model for children, avoid slang, yelling, mumbling etc.
	10-13	Talk with children about their work and play. Encourage them to put their ideas into action. (Ex. rather than "Pretty picture", try "Tell me about your picture".
	13-15	Speak respectfully and calmly. Get on their eye level when talking to children and speak clearly.
	14-17	Make sure you have a child's attention before giving directions, provide visual cues and gestures if needed
	13-19 20-24	Provide opportunities for conversations. Ask 'What if.." questions; choose books with obvious events and pause to ask child what he/she thinks might happen next and why.
	23-25	Let children pick out the book. Make sure child/ren is comfortable and can see pictures. Include puppets etc. Choose books based on child/ren's interests at the time or that build on their recent play ideas. Place books, magazines etc. in lots of different play areas.

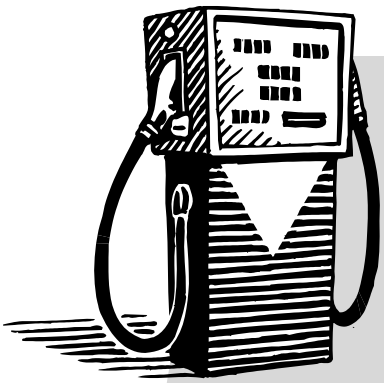
41. Acts out main events of a familiar story. 42. Uses pictures and illustrations to tell/retell a story. 43. Uses prior experience to help make sense of stories. 44. Retells a story including many details and draws connections between story events. 45. Understands that an oral message can be represented by written language. 46. Understands there is a way to write that conveys meaning. 47. Understands that once message is written, it reads the same way every time. 48. Labels pictures or produces texts with scribble writing. 49. Labels pictures or produces simple texts using letter-like forms. 50. Uses scribble writing or letter-like forms to represent words or ideas. 51. Writes recognizable letters. 52. Writes familiar words. 53. Uses tools for writing and drawing. 54. Experiments with grasp when using a variety of writing tools. 55. Adjusts body position when writing. 56. Adjusts paper position when writing. 57. Shows some evidence of directionality (top to bottom, left to right)	26,27 37-40 42,45 48-57	Point out front and back of book, point to the place on the page where you start reading. Talk about the features of writing. Explain where you start reading, that letters form words and words form sentences. Fold and staple drawing paper so children can experiment making their own book by drawing pictures and dictating the story for you to write or they can explore with writing and tell their story. Provide blank paper, writing/drawing tools and encourage child to write about their pictures, write their name. Hang their work encourage child to read it aloud to others.
	31-33	Read poems, play rhyming word games, sing songs with rhyme. Draw attention to words with same beginning sound. ("Look, apple starts with A just like you name Alex – A.")
	45,46	Talk about pictures in book and point out that text describes the picture
	40-44	Encourage child to 'read' to their animals, babies, siblings etc. Act out stories with child in play.
	42-44	Pause when reading to see if child will fill in words of repeated stories. Read favorite stories over and over. Ask child what will happen next.
	54-56	Provide at least some child size furniture or booster seats so children can write and draw with proper body support. Provide a variety of differently tools.

Extra Supports



- **Soft, inviting spaces (pillows, cushions, rugs in quiet area) for children to relax with books available in easy reach.**
- **Large variety of books picture, story, fantasy, animals, plants, science, different types of art reflecting different families, cultures etc. that are rotated to avoid boredom.**
- **Blank paper on clip boards or in baskets with pencils in other play areas to encourage drawing a map of town being built with blocks, list of groceries being bought in pretend play etc.**
- **Child safe magazines for cutting collages in art with safety scissors.**
- **Magnet letters and numbers for the refrigerator.**
- **Crayons, markers, paint, chalk and pencils available.**
- **Tape, envelopes, old greeting cards, stickers, stamps, rulers, child-safe scissors**
- **Ask children about pictures they draw or paint and put dictation on the artwork.**
- **Let children see you write their name on their art, make lists, read recipes etc.**
- **Allow children to dictate stories to you then staple and add to book area as *their* books.**
- **Let children suggest new words to songs or items for a list.**
- **Use a combination of pictures, words and numbers to make simple recipe cards for PB&J sandwiches, cookies, pudding etc.**
- **Positive, nurturing relationships with adults who talk and listen respectfully to young children and other adults, modeling not only a wide vocabulary but positive communication skills.**
- **Read to all children individually and in small groups daily. Allow them to ask questions and make predictions about the story. Choose books with engaging pictures and point to each page as you start reading so children learn that reading follows a left to right, top to bottom pattern. Point out the front and back of the book and ask questions at the end.**
- **Provide puppets, dress-up items, stuffed animals and/or toys that follow the characters or setting in the books read recently so children can expand the book into their play.**
- **Plan for the physical abilities for each child regardless of his/her age and provide books and writing tools (ex. chubby crayons) that each can handle independently. Make sure any and every child can experience books and stories (ex. photocopy book pages larger for a child with visual impairment, read into a tape recorder etc.) Be creative.**
- **Label backpacks, cubbies, toy boxes and art with the child's name and point it out so they can begin to recognize their name in print.**
- **Remember that every child develops at a different rate so adjust your wait time for each individual to allow time for them to share ideas, questions, requests etc. without being rushed or interrupted. Model correct pronunciation but do not overly correct young children as this can impact their confidence.**

"Thank you for playing with me outside today! You made a great bear and I got to pretend to go through the tall grass and the rushing river and the dark cave just like in the book 'Going on a Bear Hunt' and it was so fun when you pretended to be the bear in the cave and chased me back through cave, the river and the grass!"



Don't forget to refuel!

Resource Books:

- **<u>Young Children and Picture Books</u> – Mary Jalongo**
- **<u>Literacy and the Youngest Learner</u> – V. Susan Bennette-Armistead**
- **<u>Children Language and Literacy: Diverse Learners in Diverse Times</u> – Celia Genishi, Anne Haas Dyson**
- **<u>Building Literacy with Love</u> – Betty S. Bardige, Marilyn M. Segal**

Books:

Pancakes, Pancakes – Eric Carle
I Eat Fruit – Hannah Tofts
Harold and the Purple Crayon – Crockett Johnson
Horton Hears a Who! Can You? – Dr. Seuss
The Legend of Sleeping Bear - G. Van Frankenhuyzen (Native American – Multicultural)
My Aunt Came Back - Pat Cummings (African American – multicultural)
Treasure Map – Juanita Havill (Latino – multicultural)
What Will I Be? – Wendy Lewison

Activities:

<u>Recipes:</u> Remember, following recipes in small groups is a great way to teach children the value of reading and writing in our daily lives.

<u>Bubbles</u> - 1 cup water, 1/3 cup dish soap, 2 tbsp light corn syrup
Combine ingredients and enjoy experimenting with different items as the wands.

<u>Silly Putty</u> - 1 part Sta-Flo Liquid Starch, 1 Part Elmer's White Glue (NOT "washable or school" glue)
Food Coloring (optional)
Mix glue and starch together until feels smooth like putty. Add coloring and mix Thoroughly if desired. Store in air-tight container.

<u>Story Extensions:</u> Be creative with props or other ways to bring books into play.

Brown Bear, Brown Bear – Eric Carle: Cut animal shapes out of colored construction paper to match colors in the book. Glue to popsicle sticks and let child or children hold up animal they think comes next in the story. You could even make them big enough to be masks for pretend play later.

<u>Real World :</u> Let your child help you make the shopping list. Draw a quick picture by some of the items. Let your child carry the list in the store and 'read' the list to help you by at least recognizing the pictures.

"I loved making my own book today! Thank you for your help. You folded paper for me and stapled it just like a book then after I drew the pictures for my story you wrote down the words I wanted to say under each picture. Then you sat on the floor and let me play teacher and read you my story! Let's make more books!"



Just a short walk to…

Kentucky Early Childhood Standards:

- Birth to Three Section
  Communication *Standards 1 – 3*

- Three & Four Section
  Language Arts *Standards 1 – 4*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Birth to Three Book
  Communication

Notes:



Mathematics Three and Four

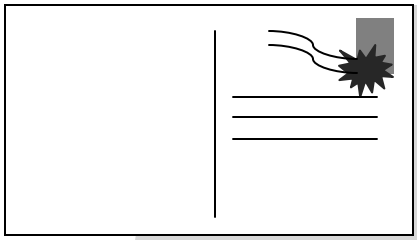
Mathematical thinking begins in young children at an early age. Through engaging experiences, young children explore their environment, gathering information. Research has shown that young children utilize mathematical concepts long before entering school. Creating a foundation for mathematics includes providing opportunities to promote young children's interest in mathematics, building on personal experiences in the environment; and providing ample time to explore and investigate materials, toys and the environment. Developing skills for mathematics includes young children experiencing, not only numbers and counting, but manipulating the environment and familiar materials around them. Adult interactions shape children's abilities to form the foundation for learning mathematics at an early age. Adults who offer a caring and supportive environment that allows for exploration, foster math skills through daily learning and transitional activities. Mathematical concepts, though concrete, are often learned through hands on application in natural environments.



Crossing Bridges

When young children are learning mathematics, they are encountering the world around them. Mathematics is closely integrated with all other learning domains, specifically, communication, social, science, fine and gross motor skills. As young children develop, some skills cultivate at a quicker pace. For a learning environment to be effective, connections to other domains must exist. Young children practice language skills when working through problems which involve mathematical skills. For example, as Hazel works to put a puzzle together, Ms. LaMona talks with her about turning the piece to fit. When young children are playing with blocks and sharing, they are practicing social skills, as well as math skills, such as comparing counting. Adults can support young children's math skills through integrating activities in many learning areas as well as transitional activities.

"Thank you for counting so many things with me everyday, like the steps to our door, how many cups we need to set the table and how many apples we need to buy at the store. Look, I can count, see: one, two, three, and four. Four candles on my birthday cake! I'm four!"



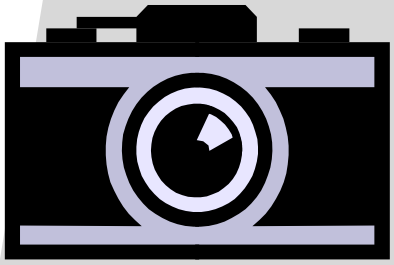
Post Cards

"Go down deep enough into anything and you will find mathematics." ~Dean Schlicter

"Math is sometimes called the science of patterns." Ronald Graham

Kaley was building a tower of blocks when JaKwan came over and said "Wow that is really tall!" Ms. Carrie asked if it would stand by itself and JaKwan said that it was leaning so they needed to lean it against a wall.

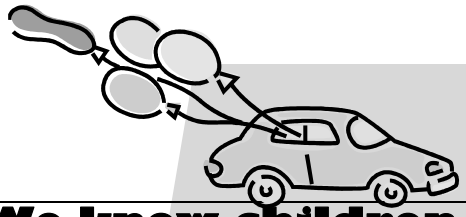
Lisa divided a bag of crackers in half and put each half on a napkin for Aujah and Lucas's snack. Lucas looked at Aujah's pile and said that she had more. Lisa suggested that they each count their pile of crackers. Helping Aujah count, they found that there were 6 crackers. Lucas counted his crackers and he had 6 too. Lisa explained that because his were stacked together, they looked different from Aujah's whose were spread out on the napkin.



Sights to See

- **Demonstrates an understanding of numbers and counting.**
- **Recognizes and describes shapes and spatial relationships.**
- **Uses the attributes of objects for comparison and patterning.**
- **Measures and describes using nonstandard and standard units**

"Look Daddy, that big red stop sign has 8 sides! Nana says it is called an 'octagon' and that name means 8 sides and an 'octopus' has 8 legs so their names sound alike. Daddy, a spider has 8 legs too, why is it just called a spider?"





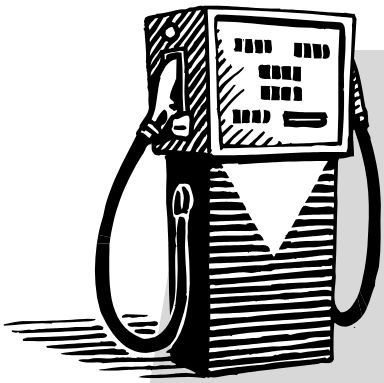
We know children are on their way when they…	We know adults help children get there by…	
1. Imitates rote counting using the names of the numbers 2. Counts in sequence to 5 and beyond 3. Arranges sets of objects in one-to-one correspondence 4. Understands that a single object is always "one" regardless of size, shape, other attributes 5. Counts concrete objects to 5 and beyond 6. Uses math language to express quantity in everyday experiences. 7. Compares concrete quantities to determine which has more 8. Recognizes that a set of objects remains the same amount if physically rearranged 9. Realizes that the last number counted is the total amount of objects 10. Recognizes some numerals and associates number concepts with print materials in a meaningful way 11. Names and writes some numerals 12. Recognizes some basic shapes 13. Creates and duplicates shapes 14. Completes simple puzzles. 15. Identifies shapes 16. Recognizes parts of a whole 17. Recognizes the position of objects 18. Uses words that indicate directionality, order or position of objects 19. Matches objects 20. Sorts objects by one or more attributes 21. Describes objects by one or more attributes 22. Recognizes, duplicates and extends simple patterns 23. Creates original patterns 24. Compare and orders by size 25. Uses tools to explore measuring 26. Explores, compares and describes length, weight or volume using nonstandard units 27. Explores, compares and describes length, weight or volume using standard units 28. Shows awareness of simple time concepts 29. Categorizes and sequences time intervals and uses language associated with time in everyday situations.	1-5 9	Have many materials that can be counted, such as counting bears, balls and blocks.
	1-6 9	Count with the child, whether it be the number of steps you are taking or while you are setting the table or passing out napkins.
	1-9 19,20 24	Point to individual objects when counting 6: Use descriptive language with children and read books that promotes mathematical thinking, such as big and small, too much, too little, more, less, etc.
	19-27	Point out and ask child to make comparisons around in the environment. Ask the child who has more crackers or which shoe is bigger. Play games that use comparisons such as more and less
	10-11	Point out numbers in your environment, such as on signs, clocks, or books. Let child watch you write numbers in everyday activities (writing lists).As children develop, provide opportunities to write the numbers on paper.
	12-16	Provide opportunities to explore shapes in the environment. Describe the shapes and their attributes. Encourage children to identify shapes and create shapes with materials or.
	15,16	Provide materials such as play pizza or a piece of paper torn into two or more pieces to visualize whole and part. Provide simple puzzles for young children to work with. When putting puzzles together, talk to child about size and shape of puzzle.
	22, 23	Provide materials for young children to match and create simple patterns with (big, small, big, small,) or (red, yellow, red, yellow…). Use different colored cups, napkins etc. at meals or other items around the house to point make and point out patterns. Offer a variety of toys or materials that children can create their own patterns with, such as cheerios and raisins or multi-colored and sized blocks.
	28,29	Create a basic schedule of your day and discuss what happens in morning, afternoon and night time.
	26,27	Provide materials that will allow children to explore measuring, such as measuring cups, scales, or measuring tapes. Use non-traditional tools for measuring, such as how many shoes long is Ms. Elizabeth.
	20,24	Use laundry, dishes or unloading groceries as opportunity to arrange or sort things by size.

Extra Supports



- Math can be learned in almost any environment with any materials.
- Use everyday activities and chores to promote a positive view on math and how it helps in our daily lives…
    - Measuring for recipes
    - Buying the right size clothes
    - Sorting laundry
    - Shopping etc.
- Provide lots of toys and materials and containers to encourage sorting (blocks, crayons, markers, toy animals, cars, bugs etc.)
- Remember puzzles and building blocks are great supports for math.
- Use transitions, at home or in centers, as opportunities to support math…
    - Matching colors during dressing
    - Counting socks, shoes, gloves
    - Discussing the order of events or sequence of things that must happen (goes to bathroom first, then shoes then sunscreen before going outside to play, etc.)
    - Counting how many children are in the line to go to the playground
- Provide lots of books that support math concepts such as counting, shapes, patterns in events and problem solving.
- Provide materials children can measure in different ways and the tools to do so.
    - Measuring cups/spoons and water in bath, water table or outdoors, sand.
    - Rulers, scales, tape measures etc.
- As children dance or play with musical toys, point out the pattern in the beat and how patterns are part of math.
- Remember that every child develops and learns at their own pace. When working with young children in math, adults should work with each child on the math concepts he/she is ready to learn and in activities that interest that child.
- Remember that young children need all of their senses engaged to learn new concepts so math concepts should not just involve hearing someone else count or count out loud themselves, but should also explore math concepts in pretend play, art, music, outdoor play etc. Supporting each child's individual learning style promotes a sense of confidence as well as encourages a natural motivation for learning which fosters their desire to explore and ability to succeed.

"I like to find the treasures in my I-Spy book. I found 3 little, yellow stars and 4 little, red stars. Thanks for playing 'I Spy' with me at home! What a neat idea to get out all sorts of little things from around the house and spread them on the table! When you make books real, we find lots of new ways to play together and new ways for me to learn!"



Don't forget to refuel!

Resource Books:

- **Count on math: Activities for Small Hands and Lively Minds – Pam Schiller**
- **The Young Child and Mathematics – Juanita Copley**
- **The Cooking Book – Laura Colker**
- **Showcasing Mathematics for the Young Child 2 - Juanita Copley**

Books:

123 to the Zoo – Eric Carl
The Very Hungry Catepillar – Eric Carl
I-Spy Books – Jean Marzollo
The Napping House – Audrey Wood, Don Wood
How Much is a Million? – David Schwartz
Alexander, Who Used to Be Rich Last Sunday – Judith Viorst

Song Ideas:

Up and down, round and round

Up and down, round and round *(draw circles in the air)*, put your fingers on the ground.
Over *(hold hands above lap)* under, *(below legs)* in between *(you've hidden your hands in between your legs)*
Now my fingers can't be seen!
Hands in front, hands behind , now my hands I cannot find.
Here's my left hand , here's my right,
Hands and fingers back in sight *(wriggle fingers).*

More Songs: Lyrics to these and more at www.preschooleducation.com

- **Five Green and Speckled Frogs**
- **There Were Ten in the Bed**

Activity:

Watermelon Math

- **Provide child with a string and wrap around melon before cutting it. Help child cut string to that length then use it to measure other things in the room to see what is bigger, smaller or the same as the melon.**
- **Give each child a slice of watermelon. Allow child to predict how many seeds they will find. Write down their predictions. Help them count their seeds when they are done and compare the actual number to their prediction.**

"Guess how long I am, Mom?" says Jenna. When mom asks, "I don't know. How long are you?" Jenna says "6 toy dinosaurs long!" pointing to a row of toy dinosaurs lying on the floor with a proud grin. Then she quickly lay down next to the row of dinosaurs and squealed, "See?"



Just a short walk to…

Kentucky Early Childhood Standards:

- Birth to Three Section
  Cognitive *Standards 1*

- Three & Four Section
  Math *Standards 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Birth to Three Book
  Cognitive

Notes:



Science
Three and Four

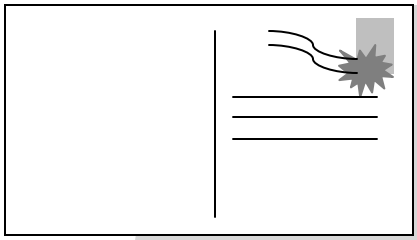
Science for preschoolers is all about gaining new knowledge about their world and, for the adults in their world it is about helping children "learn how to learn". Young children are naturally curious, so for adults science is an opportunity to help children follow a process to make new discoveries about their world. For young children science is learning how to turn curiosity into a question then finding a way to seek an answer to that question. Three and four year olds learn by seeing, hearing, smelling, and touching. They do not think or reason as adults do, so only through exploring themselves can they discover concepts for themselves that adults may try to explain. Nearly every type of play and every aspect of their day have science based aspects they can explore, from brushing teeth and healthy food choices to weather and seasons.



Crossing Bridges

Young children and adults do not think in the same way. Preschoolers' thinking is very concrete and learning should surround hands-on experience that includes objects and the freedom to move around. Touching, smelling, tasting, hearing, seeing and manipulating objects are necessary for young children to think. Young children learn through doing. Like motor skills, thinking is a developmental process. It is very important to look at what children do and say, so we can tell where they are in the development of their thinking skills. It is very important to remember that every child develops at his or her own rate and should not be expected to perform on the same level as other children their age. Language plays a valuable role in how children learn to think. Spoken language is the bridge between concrete experiences and mental images or symbols. Young children also learn by thinking out loud, so by allowing children to talk, they are able to move from concrete experiences to mental images and abstract thought. Through various actions, children are learning larger concepts which take time and repetition. Allow children time to do things again and again.

"I loved our walk today. We found so much to explore! You even brought along a bag! You let me pick up leaves and sticks and rocks. I tried to catch a ladybug, but it was too fast. At home we explored the leaves, some were green and soft but others were brown and crunchy. I can't wait to go to the library and find out why! Thanks for promising me we can go on Saturday and get some books about Autumn."



Post Cards

"The work will wait while you show the child the rainbow, but the rainbow won't wait while you do the work." Anonymous

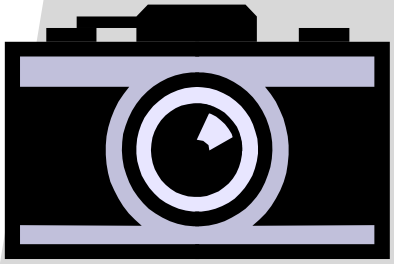
"Wonder is the beginning of wisdom." Greek Proverb

"I hear and I forget. I see and I remember. I do and I understand." Chinese Proverb

"Young children are scientists at play." D.D. Ross

"Young children are more scientists than they are anything else." Herbert Zim

Malekai was disappointed that there was not green paint for the dinosaur he was creating at the art table. Miss Kelly suggested that he mix yellow and blue together and make green paint. It worked and Malekai was excited. A few minutes later, Miss Kelly noticed that Malekai was still at the art table with a new piece of paper covered in areas of various shades of paint as Malekai was enjoying experimenting with the colors he can create by mixing the other paints available.



Sights to See

- **Explores features of the environment through manipulation**
- **Ask simple scientific questions that can be answered with exploration**
- **Uses a variety of tools to explore the environment**
- **Collects, describes and records through a variety of means.**

"I loved helping you bake the biscuits! I wanted to know how that wet, sticky stuff gets dry and fluffy. When I stirred it, the lumps and bumps disappeared because the milk got all mixed in then that powdery stuff kept it from sticking to the rolling pin then I got cut out circles just like play-doh and got to watch through the oven window. The hot air in the oven puffs them up! Thanks for letting me cook with you and see how things change."





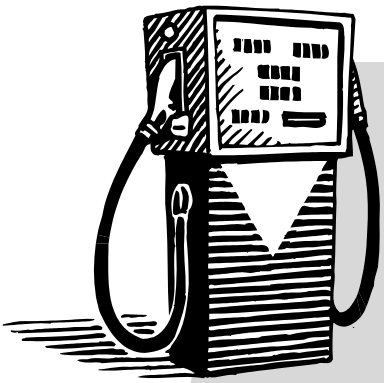
We know children are on their way when they…	We know adults help children get there by…	
1. Use all 5 senses to explore details, pay attention to detail. 2. Describe objects in the environment using the properties of objects. 3. Describe objects in terms of similarities or differences. 4. Ask simple scientific questions. 5. Observe and/or manipulates objects and events to answer simple scientific questions. 6. Identify objects that influence or affect other objects. 7. Uses non-standard tools to explore the environment. 8. Uses standard tools to explore the environment. 9. Collect items with similar properties. 10. Describe objects in terms of its properties. 11. Record information through a variety of means, such as graphing, tallying, and writing. 12. Ask questions and/or use other resources to confirm observations. 13. Makes reasonable explanations using resources, experiments, etc. independently. 14. Draws conclusions based on proved / disproved predictions.	1,4 12,13 14	Respect a child's curiosity. Observe and talk with them about how things work. Try to answer their questions.
	2,3,6 10	Ask simple open-ended questions and try to listen and respond to his/her sentences.
	2,3	Use new words (predicting, observing)
	5,7,8 9,	Have plenty of small toys that work together (manipulatives such as legos, puzzles, beads and strings etc.) available and rotate them to avoid boredom.
	4,5,6, 7,8,13 14	Participate with them in hands on opportunities. Let children help you in basic science in daily activities like baking cookies, mixing pudding or jell-o etc.
	5-10	Provide them with things to encourage exploring outdoors like magnifiers, buckets etc.
	1-14	Incorporate science in all areas of play.
	7,8,11	Use and provide both standards and non-standard tools. For example, in addition to a ruler, a child can measure a coffee table with shoes ("The table is 7 shoes long.") Keep paper and writing tools near science materials even take some outside. Let child use your camera outside, while supervised, and make own book.
	1-3	Incorporate 5 senses in all areas of play. (ex. If a child finger paints to explore the texture rather than using a brush that should be okay as long as they wash after.)
	4,12,13 14	Allow children to predict what they think will happen at the end of the story or predict how many scoops of sand it will take to fill up the bucket and let them see you record the results.
	13,14	Allow children to problem-solve. Before stepping in right away, ask them what they think might be a good idea. Remember there may be more than one answer and as long as it is safe – perhaps allowing them to try it their way isn't so bad after all.
	9,10 11	Help children learn organization by presenting them with an organized environment that is set up to help them return things where they belong – labeled baskets for toys etc.

Extra Supports



- Collections of natural objects inside –
  - leaves, sea shells, rocks, pinecones etc.
- Living things – safe plants, a pet or fish(allow
  - children to help care for it and even accompany on
  - vet visits etc.) hang a bird feeder outside the window.
- Books about nature and science
- Nature and science games, activities and tools –
  - magnets, magnifying glasses, tubes filled with various
  - items to shake and produce different noises (beans, rice etc.) rulers, scales, glue and cotton, paper, foil or sticks
- Paints that produce new colors when mixed – like red and blue to make purple etc.
- Different things to paint on in addition to paper like sandpaper, foil etc.
- Provide as much outdoor time as possible. If it is too cold to go out for 45 minutes, perhaps go out for 20 minutes 2 or 3 times during the day.
- Flexible schedules with lots of free time for children to explore and experiment.
- An organized space where toys/materials are grouped neatly and within reach so children can access materials, have space to explore them and clean them up themselves.
- Take advantage of their curiosity and everyday events to expand learning – a trip to a dentist or camping trip or visit to a pumpkin patch might introduce lots of new learning ideas.
- Make sure all children can explore regardless of their physical abilities.
- Be creative in your own problem solving and allow children to see you have questions and work to find answers.

"Thank you for letting me plant some beans with you in the garden and help them grow. You even dug one up last week to show me what it looks like when the sprout has just popped out of the bean. You taught me that all living things need food and water to grow. The sunlight is like the food for plants then they make food for us! I learn so much having fun with you!"



Don't forget to refuel!

Resource Books:

- **Science is Simple: Over 250 Activities for Preschoolers – Peggy Ashbrook**
- **Worms, Shadows and Whirlpools – Karen Worth, Sharon Grollman**
- **Discovering Nature with Young Children – Ingrid Chalufour, Karen Worth**
- **Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom – Marilou Hyson**

Books:

How A Seed Grows – Helene J. Jordan
The Very Lonely Firefly – Eric Carle
The Tiny Seed – Eric Carle
Mouse Paint – Ellen Stoll Walsh
Is Your Mama a Llama? – Deborah Guarino
From Caterpillar to Butterfly – Deborah Heiligman
A is for Anaconda: A Rainforest Alphabet – Anthony D. Fredericks

Song:

What's the Weather (to tune of Clementine)
What's the weather?
What's the weather?
What's the weather like today?
Tell us (Matthew) Tell us (Lynley) what's the weather like today?
Is it sunny *(put arms in big circle like the sun)*
Is it cloudy *(cover eyes with hands)*
Is it rainy out today *(wiggle fingers bringing arms downward)*
Is it snowy *(wrap arms around yourself as it was cold)*
Is it windy *(wave arms back and forth)*
What's the weather like today?

Finger-play:

I'm a Little Flower Seed
I'm a little flower seed
I'm planted in the earth
I feel the sun come down on me and warm this big old earth ***(child sits with head and knees tucked like a ball)***
The rain begins to come and gets rid of my big thirst ***(child wiggles fingers in air pointing down like roots)***
I then become a big pretty flower so you can pick me first ***(child stands up)***

"I went for my check-up yesterday and I told the doctor I learned about my heart and lungs in a book at home. Doctor Smith let me listen to my heart through her ear plug thing. I heard it go 'bump thump, bump thump' just like the book said it does! Then I got to listen to Mommy's too! It was really neat!"



Just a short walk to…

Kentucky Early Childhood Standards:

- Birth to Three Section
  Cognitive *Standards 1*

- Three & Four Section
  Science *Standards 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

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Notes:



Social Studies Three and Four

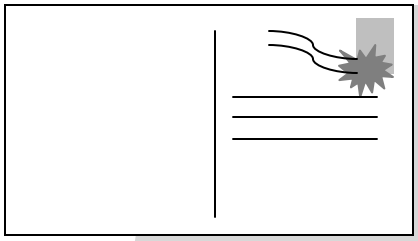
Social Studies, during the preschool years, surrounds building awareness of him/herself in any group setting; home, school or community. Social skills are also fostered through environments that introduce the basic ideas related to Social Studies such as understanding of past, present and future, rules, consequences, roles (both within family and community settings) and even cultural traditions and social routines. Through recognizing and exploring the characteristics and roles of the people around them, children can begin to gain information about, discover relationships in, make predictions about and better understand the world around them.



Crossing Bridges

Social Studies is involved in nearly every other area of development. While exploring the people, places and routines in their world, children use the same cognitive skills they exercise in Science to gather information, form questions and devise strategies to seek out answers. The information they gain, with adult help, can be sorted and used to show relationships, the same skills required for Math. In their explorations and participation as a member of group (family group, church group, classroom group etc.) they will use communication skills to build relationships, problem solve, seek and give information, ask for help, learn rules and respect for people, animals and things and in general learn how they fit into the world around them. Language arts skills will be used as they explore some of the tools related to social studies such as signs in their community and the symbols used in society as well as exploring books and pictures for more information about their world and the people in it and even some writing tools to gather and explore organizing their discoveries. In pretend and through various motor skills, their play will allow them to explore roles in their society.

"I love to go different places. Mom always takes me to the bakery for fresh bread and then we stop to see mom's friend at the post office. Today we mailed a birthday card for Grandma! Tomorrow we get to go to take Muffin for her check-up at the veterinarian."

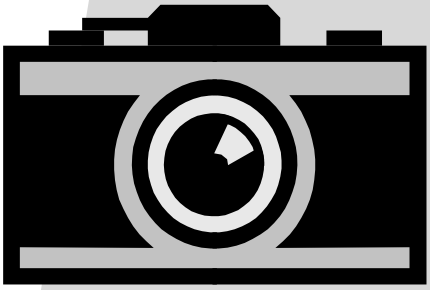


Post Cards

"The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (NCSS 1993, 3).

"Too often we give children answers to remember rather than problems to solve." Roger Lewin

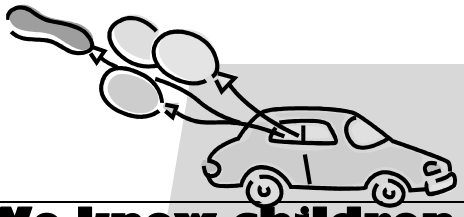
It is almost nap time at his child care and Dante is crying. He cannot find his stuffed dinosaur, Rex, which he usually holds to go to sleep. Dante clings to his care provider and asks, "Can we call a police officer?" "What?" asks Ms. Judy. Dante replies, "A police officer helps us if we're lost. A police officer can help find Rex."



Sights to See

- **Differentiates between events that happen in the past, present and future.**
- **Uses environmental clues and tools to understand surroundings.**
- **Shows awareness of fundamental economic concepts.**
- **Knows the need for rules within the home, school and community.**
- **Understands the roles and relationships within his/her family.**
- **Knows that diversity exists in the world.**

"Thank you for showing me your old pictures! You looked just like me when you were little and you had training wheels too. Grandpa looked like you look now but now Grandpa's hair is white. When I grow up I'm going to be a Daddy and ride a big bike like you and you'll be a Grandpa.





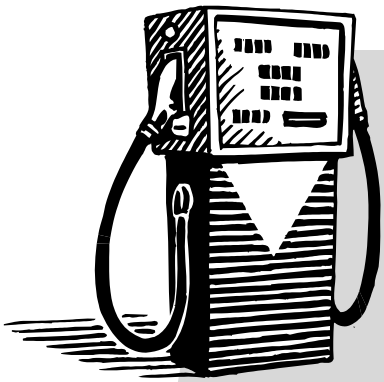
We know children are on their way when they…	We know adults help children get there by…	
1. Recognize beginning and end of an event.	1,6 16	Create and post a daily schedule at home, child care & classroom. Children can become aware and prepare for the fact that events have a beginning and end.
2. Recalls information about the immediate past.		
3. Develops awareness that events occurred before the child's birth.		
4. Explores changes over time by comparing pictures and stories about how something or someone looked in the past compared to now.	16-20	Balance the schedule for individual vs. large group activities and many free choice times with <u>very few</u> adult directed times requiring the child to sit for and concentrate on only one thing for 15+ min.
5. Describes or represents a limited series of events in the correct sequence.	16-20	Balance active and quiet play so children can understand expectations. Young children still need physical play even in rainy weather so use dance etc. to provide an outlet.
6. Experiments with general terms related to the elements of time.	1,2 5-7	Allow children to help plan the day or week and reflect on what they did in order to explore elements of time like morning, afternoon, night, yesterday, tomorrow etc.
7. Makes predictions about what may occur.	7	While getting ready in the morning or preparing dinner, ask child to help you with what comes next (ex. Setting the table or washing the dishes)
8. Distinguishes through demonstration and/or description characteristics of the physical environment.	23-28	Point out characteristics of people in family and/or classroom (ex. how many friends have black hair?) Be sure to point out differences in people who appear very similar in order to highlight diversity in the world.
9. Distinguishes different environments by people or signs that are a part of that environment.	3-7 22	Bring out your own baby or school pictures and the child's. Ask child to talk about the changes he sees over time what he may look like when grown up.
10. Recognizes and uses a variety of objects and materials that represent the environment.	23-28	Provide books and stories incorporating characters that look different as well as similar to child in age, dress, physical characteristics, type of home, family make-up.
11. Shows interest in investigating geography through to the use of maps, globes, charts, compasses etc.	12-14	Let child assist you in making grocery list, counting money and paying for groceries at the store. Provide play money (child can help you color and cut paper) and empty grocery containers to bring the concept of money into pretend play.
12. Recognizes the relationship between supply and demand		
13. Recognizes and uses objects for barter or trade.		
14. Recognizes use of money as means of exchange.		
15. Identifies examples of authority.	15,27	Point out how fire fighters, police and doctors help us and teach child to dial 911 in emergency.
16. Follows routines with little supervision.		
17. Recognizes there are different rules for different places.	27	Use doctor visits, shopping trips even magazine photos to talk about jobs people have in your community. Incorporate these roles in pretend play. Meet your mail carrier.
18. Understands there are consequences for actions.		
19. Follows rules applicable to the situation with little supervision.	15-21 9	Allow children to help you make a list of rules and discuss why each is important. List should be 5 or less, stated in short, clear sentences.
20. Recognizes roles within his/her home.		
21. Knows place in family structure.		
22. Uses familiar relationships to make sense of the world.		
23. Describes self and/or compares own descriptions with others' descriptions.	15-21 9	Discuss authority. Point out that adults have to follow rules also. Point out signs in the community (stop signs etc.) as evidence of rules all in community must follow.
24. Identifies and recognizes gender.		
25. Recognizes people differ in language, dress food etc.		
26. Recognizes and identifies differences in personal characteristics and family makeup.		
27. Recognizes and identifies differences people have different roles and jobs in community.		
28. Recognizes and accepts similarities and differences		

Extra Supports



- **Clear rules designed to support safety as well as respect for self, people and things – write them down and post them where child can see them, add pictures or draw to help make them clear. (ex. draw a hand and a sad face next to "We use gentle hands with other people."**
- **Books, stories, songs representing diversity of; physical characteristics, culture, race, physical ability, gender, age, family make-up and career choices. (ex. child living with grandparents, a child who uses a wheelchair, a female fire fighter, African American doctor etc.)**
- **Pictures of children from various ages and members of their family/ies.**
- **Ask about family traditions, favorite foods etc.**
- **Pretend play items that support exploring roles in the community like play money, doctor tools, fire fighter and police uniforms, empty pizza boxes and aprons for a bakery, mail boxes and envelopes, old calculators and office supplies.**
- **Provide tools to explore the levels of 'community' – make a map of your house, where each one sleeps or sits at the table, make a map of the classroom, school, favorite places in your town, and point out your town or country map s or a globe.**
- **Call fire stations and other places in your community to see if your child can visit or even arrange a visit at your child care center or school.**
- **Imbedded in Social Studies is the concept of character or how one makes decisions surrounding honesty, fairness, courtesy and respect for others. Be sure to talk about why behaviors are not appropriate in addition to simply stopping the behavior. Give children the information they need to build an understanding so they can make good choices even if an adult is not around.**
- **Allow them to try to explain the purpose of various rules, try to identify the actual problem in a conflict and the source of upset and to ultimately try to come up with a respectful solution. Talk to them and respect their questions as each conflict is an opportunity to learn.**
- **Exploring the community and one's place in it depends a great deal on the ability to communicate. Restate rules in different ways and provide physical cues and even pictures to make sure every child is truly receiving your communication.**
- **Young children can not generalize very well. This means they can not often take one piece of information and use it in another setting. Be patient as they struggle to learn that "Walking feet inside" means inside home and church as well as in the classroom.**

"When you made a picture chart of the rules, it helped me remember to use my gentle hands instead of hit. When Sarah took my painting, I told her to give it back and she didn't. I remembered that I shouldn't hit because that hurts people, so I asked you for help. You helped me get my painting back and we showed Sarah the rule chart too."



Don't forget to refuel!

Resource Books:

- **Diversity in Early Care and Education – Janet Gonzalez-Mena**
- **Teaching Social Studies in Early Education – Wilma R. DeMelendez**
- **Social Studies: All Day Every Day in the Early Childhood Classroom – Melanie Wallace**

Books:

Tar Beach – Faith Ringgold
Otto Runs for President – Rosemary Wells
A Rainbow All Around Me – Sandra Pinkney
Richard Scary's~What Do People Do All Day? – Richard Scary
Olivia – Ian Falconer
I'm Like You, You're Like Me – Cindy Gainer

Classroom / Family News:

Start a newspaper. Allow each child to contribute. Write it memories from the week on chart paper and display it for the parents to read or copy it all down on a paper and photocopy to mail to family and friends. This helps them see how we rely on news in our society, use reading and writing to communicate and gives them an opportunity to remember events in order.

Song Ideas:

Good Morning!

Good morning to you!
Good morning to you!
We're all in our places
With bright shining faces.
Oh, this is the way
to start a great day!

Firefighters go to work!

When the sirens sound and the lights all flash,
The firefighters go to work.
With their coats and hats and boots they'll dash,
The firefighters go to work.

Racing down the street in a fire truck
Need to get there fast to have some luck
The firefighters go to work.
The firefighters go to work.

Put out the fire, save lives, rescue!
That's what the firefighters do for you!
When the firefighters go to work.
When the firefighters go to work.

"When we were at the grocery store you explained that you only had money for one kind of ice cream and we had to choose. Later, at the store I got to pick a toy with my birthday money from Aunt Katie and you explained I that I had to choose 1 toy. We both had to make choices with our money."



Just a short walk to…

Kentucky Early Childhood Standards:

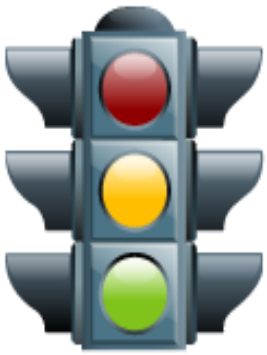
- Birth to Three Section
  Social Emotional *Standards 1 - 2*

- Three & Four Section
  Social Studies *Standards 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Birth to Three Book
  Social Emotional

Notes:



Health and Mental Wellness Three and Four

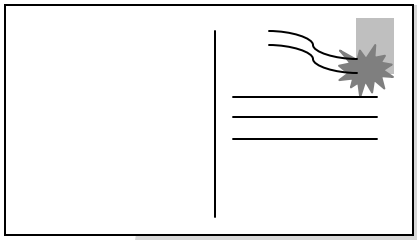
By the ages of 3 and 4, children typically have the ability to talk about emotions begin to regulate them as well as labels their feels and identify the feelings of others. As independent toddlers become preschoolers, they are naturally curious to pursue their own interests and ideas. When given opportunities to make their own choices, young children gain confidence and feel capable and successful. At this stage the child's sense of competence is developing. During this period they also develop first friendships. Peer conflicts are a normal part of life as children grapple with new feelings of independence, confidence and power. During this time adults can model for and assist children in finding solutions and communicating their feelings so children can learn to resolve conflicts in peaceful ways. Adults also play a role in helping preschoolers learn to accept the consequences of their behavior and to understand those consequences take many forms and eventually to apply rules even when adults are not around. In the process of learning that actions have consequences and to respect others as well as the things around them, preschoolers also learn to respect themselves and make healthy choices.



Crossing Bridges

As preschoolers begin to live in a wider social world, positive social skills impact nearly all other areas of learning and development as 3 and 4 year olds typically no longer exist in the comforted duo of infant/toddler and caregiver. The ability to participate cooperatively and problem solve in pairs or groups with peers, make appropriate, independent choices and persist toward a goal in the face of set backs or frustration are all crucial to future learning and development. The opportunities for interaction, role play, exploration, problem solving and wide range of communication skills that would obviously grow from positive social skills, independence and sense of hopefulness only serve to enhance all areas of learning.

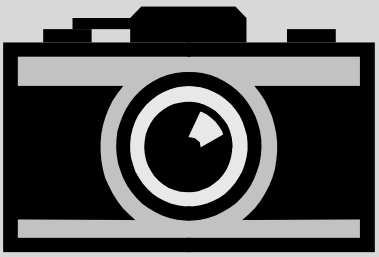
"Thank you for letting me ask you for help when Maya and I were arguing over the costumes in dress-up and not thinking that I was tattling. Even when I use my words, my friends don't always understand them or don't always agree with them so I sometimes need a grown-up's help.



Post Cards

"Your children will become what you are; so be what you want them to be." David Bly

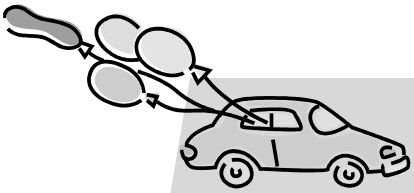
Children Learn What They Live - Dorothy Law Neite
If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with ridicule, he learns to be shy.
If a child learns to feel shame, he learns to feel guilty.
If a child lives with tolerance, he learns to be patient.
If a child lives with encouragement he learns confidence
If a child lives with praise, he learns to appreciate.
If a child lives with fairness, he learns justice.
If a child lives with security, he learns to have faith.
If a child lives with approval, he learns to like himself.
If a child lives with acceptance and friendship, he learns to find love in the world.



Sights to See

- **Shows social cooperation.**
- **Applies social problem solving skills.**
- **Exhibits independent behavior.**
- **Shows a sense of purpose (future-hopefulness)**

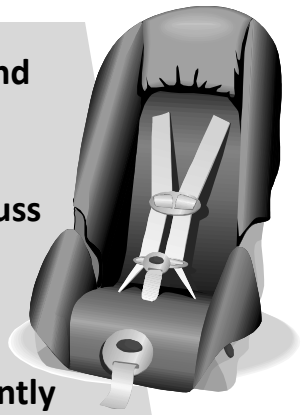
"Thank you for reading 'Dora Visits the Dentist' with me at bedtime last night and talking to me about the check-up I would have today. It made it a lot easier to know what to expect. I don't go there as often as I go to the regular doctor so I am still pretty nervous about the dentist. Planning a trip to the library after gave me something else to look forward to also. It turned out to be a really special day!"





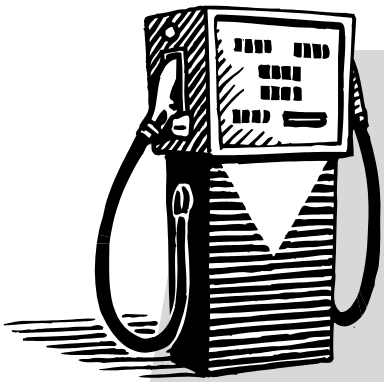
We know children are on their way when they…	We know adults help children get there by…	
1. Plays alongside rather than with other children. 2. Plays in groups or pairs based on similar interest. 3. Makes and maintains a friendship with at least one other child. 4. Participates in everyday groups activities, may need adult direction. 5. Works in small group situations with adult support. 6. Manages transitions. 7. Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence. 8. Accepts the consequences of one's own actions. 9. Can identify feelings, likes and dislikes, but may not be able to explain why. 10. Communicates emotions to peers in an appropriate way. 11. Uses simple strategies to appropriately solve problems by self and within a group. 12. Uses multiple strategies to solve problems. 13. Provides simple but acceptable reasons for ideas in solving problems. 14. Asks for help from other sources when solving social and/or cognitive problems. 15. Follows routines independently. 16. Takes care of personal health/safety needs with adult support as needed. 17. Identifies healthy food choices. 18. Describes self using several basic characteristics (name, gender, age, family, skills, talents etc.) 19. Uses materials in a self-directed manner. 20. Accepts setbacks without giving up. 21. Attends to task. 22. Sets short term goals. 23. Projects/imagines/sees self in future. 24. Demonstrates self-confidence through interactions.	1-3 5 9-14	Plan activities/games that require some social cooperation but not direct competition (Simon Says etc.) If a child doesn't spend time with other children, play games with him/her and practice sharing crayons, toys or waiting turns so the child still has opportunities to practice these basic skills. In groups, try to have enough like materials and space to discourage unnecessary conflicts, *however*, do set up opportunities to encourage turn-taking.
	4-6 13	Provide some choices when you can ("Do you want to wear your blue shoes or red shoes?") so children understand the difference between when they have a choice and when they don't.
	4-6 15-16 21	Provide a predictable daily schedule and plenty of warning before changes in activities or routines (like clean up for lunch or down for nap) will help children learn how to manage routines and transitions.
	7-9 14-15	Discuss the reasons behind rules and ask children to explain the reasons as they understand them.
	1-10 14	Discuss the other consequences to behavior in addition to adult disapproval (ex. friends physically hurt, friends no longer want to play, toy broken and gone etc.) To help children learn from consequences, make sure they naturally relate to the behavior (ex. throwing blocks means no longer playing with them rather than don't get to go to the playground which is totally unrelated.)
	1-15 19-24	Model respect for people, animals and things. Refer to other children as 'friend', talk calmly with other adults. Let children see you experience a setback or mistake and keep trying. Talk about your mistake or mishap and the fact you are going to try again.
	16,17	Encourage child to care for his/her needs as appropriate and able but provide help if asked without shame. Use both real meals and pretend play to discuss healthy choices.
	1-12 14	Remember that 'appropriate' is relative for 3 and 4 year olds. To cry when upset is not inappropriate for a young child as long as they can communicate the problem to peers or adults and not resort to physical means. Avoid shame for crying.
	11-14	Let them try to solve problems on their own but stay close by to help if needed. If they manage a solution, tell them you noticed and point out what they did.
	18, 22-23	Use art/story times to ask child to draw/write about him/herself, describe themselves or family etc. Use these times to ask child what they want to do in future etc.

Extra Supports



- **Books or stories that depict friends and siblings solving conflicts and / or experience a range of different emotions.**
- **A respectful environment where adults treat each other and children with fairness and consideration, use calm voices and discuss feelings and conflicts without shame, blame, name-calling or other negative strategies.**
- **A predictable schedule with lots of warning before changes.**
- **Clear, realistic expectations and rules that are calmly and consistently reinforced explained and discussed.**
- **Simple games, activities, songs that encourage children to play in groups.**
- **A comfortable place for child to have some quiet time alone if needed.**
- **Enough space and materials for children in group settings to spread out and avoid unnecessary conflicts.**
- **Teach children how to say "My name is ____. What's yours?" and "Do you want to play?" Don't assume all children feel confident in initiating play with other children. Some children are more cautious and need assistance building these skills.**
- **Remember that every child has a different temperament and is developing a different rate. Do not expect all children of the same age to have the same social skills. Do not compare children to each other "Look, Billy isn't crying." Help children communicate the best they can at their level and understand that their temperament, as well as the physical feelings associated with the emotions they feel are not of their control. Deal with each individual situation in a way that best supports the individual child or children involved.**
- **Catch children doing the right thing! If you're across the room and see a child allow another to take a block from their tower to play with, get their attention and let them know "That was wonderful sharing! Joshua, you asked Bailey so nicely for the block and Bailey that was a really nice thing to share with your friend."**
- **Help children understand and accept that not all of their peers or siblings are going to behave or react as they would. "Micah is still very young, he doesn't understand that you were building a zoo with those animals. He wasn't trying to upset you he just wants to play with an animal too." or "Sophie doesn't use words like you do. When she moves her hand like this, she is making a sign for the word 'mine'. She was playing with that baby and is letting you know she wants it back. Lets find another baby then you and Sophie can play together."**
- **Communicate rules and expectations to other family members, care givers etc. so child receives consistent message all day no matter where they are.**

"When Mia spilled her milk today at snack, she started crying. I told her that it was going to be okay and that we could get Mom to help us clean up and get more. I went to get Mom and told her that we had an accident. Mia told me thank you for helping her."



Don't forget to refuel!

Resources:

- **Safety, Nutrition and Health in Early Education 4th Edition - Cathie Robertson**
- **Me, You, Us: Social-Emotional Learning in Preschool – Ann S. Epstein**
- **Social & Emotional Development: Connecting Science and Practice in Early Childhood Settings – Dave Riley, Robert San Juan, Joan Klinkner & Ann Ramminger**
- **Are You Listening? Fostering Conversations that Help Young Children Learn – Lisa Burman**

Books:

How Do Dinosaurs Get Well Soon? – Jane Yolen
Me and My Amazing Body - Joan Sweeney and Annette Cable
The Rainbow Fish – Marcus Pfister
Food for Thought – Lisa Trumbauer
Will You Come Back for Me? – Ann Tompert

Activities:

Happy/Sad

Make a class supply (or let the class make them) of feelings puppets using a paper plate or similar sized circle and a tongue depressor. On one side, draw a happy face, on the other, draw a sad face. Ask the children "feelings" questions like:

- **How do you feel *w*hen your friends don't want to play with you?**
- **How do you feel when you share?**
- **How do you feel when you get a hug?**

Have the children turn the puppet according to their feelings.

Doggie, Doggie, who has your bone?

Prepare a dog bone from tag-board and laminate it or use a real dog bone (cover it with lacquer to last). Have the children sit in a circle on the rug and put a chair in the center. Have one child sit in the chair and blindfold him/her. Give the bone to one of the children in the circle and have them recite:

Doggy, Doggy, who has your bone?
Then, take the blindfold off of the child in the chair and allow him/her to guess three times who has the bone. The child with the bone goes next.
Variations:
Bear, Bear, Spring is here (pom poms as berries)
Bunny, Bunny, where's your egg? (decorated plastic egg)

"Today, for lunch, my Mom gave me cantaloupe, carrot sticks and tuna salad. I only wanted my carrot sticks and sandwich, but Mom told me that that fruit would help me grow big and strong so I tried it. Guess what? I really do like cantaloupe!"



Just a short walk to…

Kentucky Early Childhood Standards:

- Birth to Three Section
  Social Emotional *Standards 1 – 2*
  Motor *Standard 1*

- Three & Four Section
  Health & Mental Wellness *Standards 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Birth to Three Book
  Social Emotional
  Motor

Notes:



Physical Development Three and Four

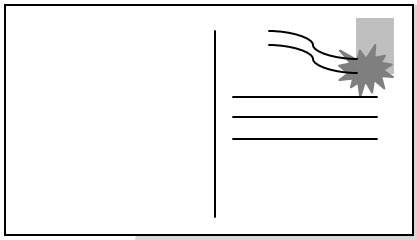
During the preschool years children get taller, stronger, and more coordinated. They acquire basic gross (large muscle) and fine (small muscle) motor skills in a predictable sequence. Researchers now know that physical activity has a strong influence in the early development of the brain and believe that providing movement and sensory experiences during the early developing years is necessary for optimal brain development. Preschoolers should be given a wide variety of movement experiences that require them to coordinate their body movements with what they see, such as rolling, throwing, catching and striking or kicking balls. Preschoolers can also be introduced to activities that raise the heart rate such as dancing, riding tricycles, jumping, walking quickly and running. Experiences with outdoor play encourage movement exploration and creative play. Working on dexterity and strength first can prevent the development of an inappropriate pencil grasp, which is becoming more commonplace as young children are engaged in writing experiences before their hands are ready. Providing preschoolers with opportunities to draw, play musical instruments, and complete puzzles support fine-motor development. Lots of opportunities to explore a great variety of small and large muscle activities are important for overall physical development.



Crossing Bridges

Self-help skills are greatly influenced by preschoolers' physical development. As they gain skills in using both their large and small muscles, preschoolers are better able to dress and feed themselves and help with simple chores. Their cognitive and thinking skills are enhanced as they explore all the materials and objects found in their home, school and community environments. Emerging fine motor abilities lead to the development of preschool children's art. Their drawing evolves from simple scribbles to representing people and full scenes. Malnutrition can have a devastating effect on development, resulting in physical delays so it is important that preschoolers receive appropriate meals and snacks to support their developing bodies and skills.

"I had so much fun dancing to your old cassette tapes. We were so silly! You showed me how to do the 'twist' and I showed you how to do the 'monkey'! Then we got Nana in the room and she showed us how to square dance just like in the Barnyard Dance Book!"



Post Cards

"The work will wait while you show the child the rainbow, but the rainbow won't wait while you do the work." Anonymous

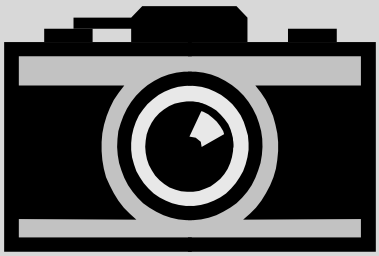
"Wonder is the beginning of wisdom." Greek Proverb

"I hear and I forget. I see and I remember. I do and I understand." Chinese Proverb

"Young children are scientists at play." D.D. Ross

"Young children are more scientists than they are anything else." Herbert Zim

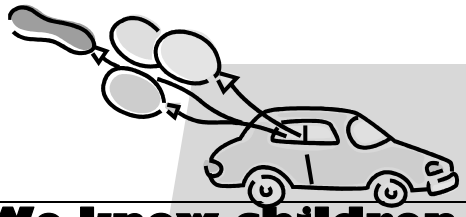
Kaijah was pretending to be animals after her trip to the zoo. Her friends wanted to race across the yard. Kaijah said "Let's race like kangaroos!" The children lined up and raced across the yard hopping like kangaroos. Kaijah's mom watched them then asked Kaijah what other animals she saw at the zoo. When Kaijah said she saw monkeys, her mother suggested they race while walking with the legs bent out and scratching under their arms. They continued their racing games on all fours like zebras and even on their stomachs like alligators.



Sights to See

- **Performs a variety of locomotor skills with control and balance.**
- **Performs a variety of non-locomotor skills with control and balance.**
- **Combines a sequence of several motor skills with control and balance.**
- **Performs fine motor tasks using eye-hand coordination.**

"Thanks for setting up the sprinkler in the yard!
I had so much running and jumping! It felt so good on such a hot day and my friends even came over to play! I also had fun helping you wash the car when we were done playing! We did a great job and I was a big help!"
(NEVER leave a child unattended near water!)





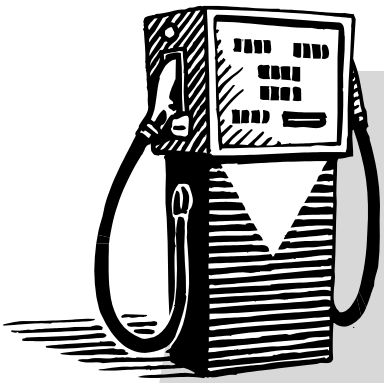
We know children are on their way when they…	We know adults help children get there by…	
1. Demonstrate body spatial awareness in relationship to stationary objects	1-11 13	Providing bean bags, tunnels, hula hoops, obstacle course activities, etc.
2. Walk with skill	1-11 13	Planning movement activities including follow the leader, walking backwards, walking heel-to-toe on chalk lines, etc.
3. Run with skill	1-11 13	Running outdoors with children, “racing” to the slide or swing for example
4. Climb, jump, and/or hop with increased coordination, balance, and control	1-11 13	Providing movement music & songs, balance beam, games, and outdoor climbing activities
5. Experiment with galloping and skipping	1-11 13	Demonstrating and practicing “leaping” and “hopping” movements which when repeated and/or combined become galloping and recordings or activities which encourage galloping and skipping
6. Use quick stops or changes in direction to avoid contact with moving objects or other	1-11 13	Providing tricycles, rolling balls for kicking, playing “chase” games for large motor time
7. Execute movements that require a stable base.	1-11 13	Practicing balancing on one foot, tossing large ball or balloon for children to catch, throwing dart balls at Velcro target
8. Push, pull, twist, turn, curl, balance and stretch with increased coordination and control	1-11 13	Leading twisting and pulling exercises, providing vehicles to push, planning activities that encourage twirling and turning
9. Walk up and down stairs with alternating steps.	1-11 13	Providing opportunities to use steps/stairs
10. Explore a variety of movements.	12 14	Building with various kinds of blocks, filling and emptying cups & containers with sand, water, etc., using spoons, shovels, etc.
11. Explore and manipulate objects in a variety of ways.	12 14	Providing hammers, pegs, nails, using forks & spoons at mealtime, suing scissors, markers, pencils, crayons, toothbrushes, etc.
12. Use tools appropriately.	12 14	Using play dough, buttons & snaps, paper punches, staplers, pouring liquids, painting, etc.
13. Exhibit increasing strength and control.	12 14	Stringing beads, writing & drawing, using scissors, encouraging children to zip coats, snap pants, etc.
14. Perform tasks using more refined and dexterous motions		

Extra Supports



- Scheduled large motor time in their daily routine – ideally 60 minutes total across an entire day.
- Activities that encourage "purposeful" movement should be included in daily plans and activities.
- Large group activities that allow children to take turns being the leader who models and labels movements to be imitated by peers is a fun way to encourage purposeful movement.
- Have childre do movements during transition times to meals, outside time, etc.
- Include fun props in the environment for movement exploration.
    - diffent kinds and sizes of blocks (duplos, bristle, wooden unit and hollow blocks, etc.);
    - ribbons tied onto rulers for waving and dancing;
    - beanbags, various sized balls for kicking, throwing, bouncing, etc.;
    - spoons, shovels, pails, trucks, cars, for sand and water play;
    - riding toys, wagons for pulling and pushing;
    - stringing beads, playdough, various kinds of paints and sizes of brushes, interesting crayons, pencils and markers (glitter, scented, brightly colored, etc.);
    - colorful cloths or scarves for moving to music or in the wind.
- Bringing music outside for movement activities often creates a renewed interest with the change of setting and encourages social interaction with peers from other groups of children.
- Intentionally teaching and providing movement and fine motor activities is key in supporting children in their large and small motor development.
- As children explore using their large and small muscles, it is important that adults support preschoolers' experiences by planning appropriate activities and providing interesting materials for the children to use.
- Don't let bad weather stop you, move furniture back to allow more movement space in the house or classroom, play Simon Says, dance etc. to get plenty of movement on those rainy days.
- Children may need extra support, particularly as they practice using or "tune-up" the use of their fine motor skills.
- Controlling the movement and coordination of the small muscles in their hands can be particularly challenging for young children. Scissors that spring open and appropriate pencil grips support young children's developing fine motor skills. Providing larger or knob shaped crayons and paint brushes, wooden puzzles with knobs on the pieces and musical instruments with larger knobs for holding assist children in their use of these materials.
- Velcro strips placed on blocks assist children with motor challenges in stacking and building skills.

"Thanks for saving the wrapping paper from the paper for me to cut and paste with. I love my new 'child-safe scissors'. Thank you for sitting with me while I use them. I am getting really good a cutting and we made a really neat collage. Can I hang it on the refrigerator?"



Don't forget to refuel!

Resource Books:

- **Follow Me Too: A Handbook for Movement Activities for Three to Five Year Olds – Marianne Torbert, Lynne Schneider**
- **Active for Life: Developmentally Appropriate Movement Programs for Young Children – Stephen W. Sanders**
- **Outdoor Play Every Day: Innovative Play Concepts for Early Childhood – Karyn Wellhousen**

Books:

From Head to Toe Big Book - Eric Carl
We're Going on a Bear Hunt - Helen Oxenbury
Jamberry - Bruce Degen
Kitchen Dance – Maurie Manning
Tacky and the Winter Games – Helen Lester
Over the Moon – Libby Hathorn

Songs:

We're going on a bear hunt – lyrics at www.bussongs.com

Popcorn Kernels

Popcorn kernels, sittin in the pot, shake 'em, shake 'em, shake 'em 'til they go POP! (motions are crouching, then wiggle while crouching and jump up on the word POP)

Yankee Doodle – Change 'macaroni' to use other action words so Yankee Doodle can go to town in many different ways. (skiparoni, hoparoni, tiptoearoni) then the next verse uses that action. Ex. "Yankee Doodle skipped to town, skipping oh so dandy…)

Activities:

No Lose Musical Chairs - Use the correct number of chairs for children and just let them enjoy Rushing for the chairs when the music stops. No one has to be out.

Obstacle Course – Tape paper to the floor, use carpet squares hoola-hoops, pillows etc. and make An obstacle course. Use tables to crawl under, things to hop, lines of tape for balance beams.

The Freeze – Put on any lively music and encourage children to dance in the silliest way they can. every few minutes stop the music so they can freeze and see how silly their poses can be.

"Thank you, for taking me to the park! I had so much fun showing you how I can go down the slide and climb to the top of the play structure! I liked playing 'castle and dragons' with the other kids I met while we were there. Oh, and thank you for bringing water and a picnic. I really got hungry and thirsty and you make the best peanut butter and jelly sandwiches!"



Just a short walk to…

Kentucky Early Childhood Standards:

- Birth to Three Section
  Motor *Standards 1*

- Three & Four Section
  Physical Development *Standards 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Birth to Three Book
  Motor

Notes:



Arts and Humanities Three and Four

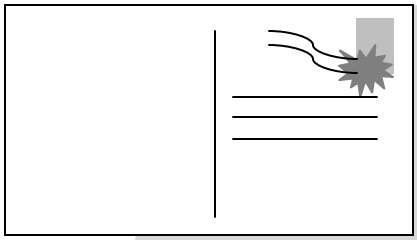
Children are naturally curious about the world around them and how they fit into that world. According to Rusty Keeler, "Children experience the world with the whole being – body, spirit, energy, minds, hearts, compassion, tears, laughter, anger, pride, learning, understanding, love, and soul. Children play, grow and feel the world around them intensely." Arts and Humanities is the perfect arena for children to express themselves. Every aspect from cognitive to motor development has some basis in the arts. The arts are what allow children to learn about themselves and the world around them in creative and exciting ways. An adult encourages interactions with peers, promotes children's critical thinking skills and knows that children need time to play. Many different aspects of the arts can be used to help children learn necessary skills to become successful throughout their educational and personal lives.



Crossing Bridges

Young children experience the world in a variety of ways. They utilize all their senses to explore and experience what is going on around them. They process their understanding of what they are seeing, hearing, touching, tasting and smelling. Children are learning when they use different media or materials like paint, clay, play dough, markers, water colors, crayons, feathers, beads, cotton balls, etc. Adults support learning when they provide these opportunities and time to explore for children. When adults display works of art, it encourages children to comment and ask questions about the creations. It also reminds adults to talk about the pieces. Learning occurs when adults allow children to write, produce, direct and star in their own performances. Learning occurs when adults, take trips to museums, operas and ballets, provide books and CD's of various artists and expose children to all forms of the arts. When adults create an environment where children feel free to express themselves, children will utilize a variety of elements such as art, dance and drama to express their feelings and to learn new ideas.

"Thank you for getting out your old scarves, hats and shoes and playing 'dress up' with me! My favorite part was pretending the princess and you stacked up all the folded blankets and put a marble underneath so we could play "Princess and the Pea".



Post Cards

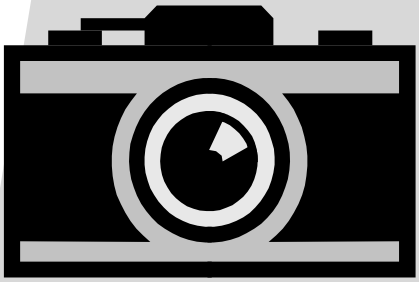
"It is the supreme art of the teacher to awaken joy in creative expression and knowledge". Albert Einstein

"The best teachers are those that show you where to look, but don't tell you what to see." A. K. Trenfor

"Play is an expression of our creativity, and creativity is at the very root of our ability to learn, to cope, and to become whatever we may be." Fred Rogers

On a sunny day, when walking through town, Ms. Elizabeth and Mary Reece stopped at the local dance studio. The dance instructor showed Mary Reece the difference between tap dancing and ballet and let Mary Reece dance in the studio, and practice the different types of dancing.

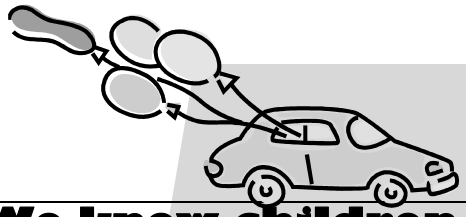
Renata set up an art studio in the play area where Jermaine could see a variety of art. Renata gathered examples of various styles of art and hung them, and displayed them around. When Jermaine was playing, Renata and Jermaine talked about what they saw and Renata told Jermaine the type of art that he was looking at.



Sights to See

- **Develops skills in and appreciation of visual arts**
- **Develops skills in and appreciation of dance.**
- **Develops skills in and appreciation of music.**
- **Develops skills in and appreciation of drama.**

"Look at me! I have on a kilt and am dancing to some very fast Scottish music. Maybe someday I will be able to dance like the ladies on TV. Thank you for watching them with and playing the music!"





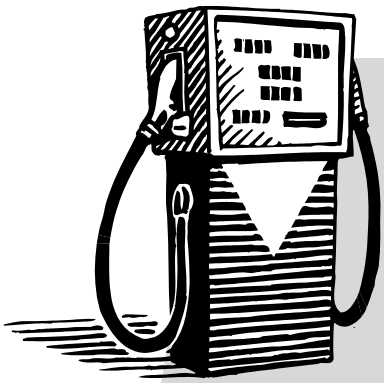
We know children are on their way when they…	We know adults help children get there by…	
1. Use a variety of media and materials for exploration. 2. Use a variety of art forms, elements and materials for representing people, places and things in the environment. 3. Observes and responds to artwork produced by other individuals and/or cultures. 4. Explores various ways of moving with or without music. 5. Performs simple patterns of dance while exploring with the element of beat. 6. Describes movement after participating in or watching others perform games or songs. 7. Responds to dance performance produced by other individuals and/or cultures. 8. Explores various forms of musical expression through his/her senses. 9. Performs simple songs using voice and/or instruments. Experiments with beat and time. 10. Responds to musical performances produced by other individuals and/or cultures. 11. Uses a variety of actions or sounds to explore drama. 12. Performs simple elements of drama. 13. Attends and responds to drama performed by other individuals and/or cultures.	1,2	Provide many different types of art opportunities for children, including painting, play-doh, and drawing. Provide children with a variety of art materials that include but are not limited to markers, paints, glue, blank paper, tape, etc. and provide them a space to have messy art experiences.
	3	Comment on and display children's artwork in the classroom. Be sure to let children know how specials their creations are. Creating a special art gallery can assist with this. Expose children to the art created by others. Go to museums and talk about the art or look at art books and comment about the art.
	4	Offer children experiences with a variety of music including jazz, country and classical. Sing along with children and dance with them. Just make sure the music chosen is appropriate for children to hear.
	5	Sing songs with movements together such as "Head, Shoulders, Knees and Toes" and "Itsy-Bitsy Spider".
	6,7	Attend different types of dance performances on field trips and talk about the experiences. Or simply rent DVD's of various music and dance and share with the children.
	8-10	Provider children opportunities to play with a variety of musical instruments. Provide children props for pretend play such as dress up clothes or kitchen sets or a stage. Pretend with the children in the different roles they create.
	11-13	Encourage the children in your class to put on plays, puppet shows and other types of performances for the class as well as for their families. Use different voices as you are reading to the children in your class. Help children act out the characters after you have finished a story.

Extra Supports



- Flexible Schedule
- Variety of art materials
- Costumes
- Variety of instruments
- Free spirit (willingness to be silly)
- A stage for drama
- Books, CD's and DVD's (various artists)
- Space to be messy
- Knowledge that it is the process rather then the end product that is important.
- Materials can include but are not limited to the following:
    - Paint, glue, clay, markers, crayons, scissors, tape, hole punches, CD player, paint brushes, feathers, google eyes, cotton balls, CD's of various artists, scrap paper, blank paper, costumes, instruments, play phones, baby dolls, scarves, ribbons, books, posters, smocks, sink for easy clean up, designated space, etc.
- It is important to remember that every child is unique and some may not enjoy messy art activities or participating in a drama production. Adults should understand and respect children as they develop their senses. Not every child should be made to participate in every activity in a classroom. Remember children are individuals and some activities may need to be adapted to meet the needs of all the children. Keep in mind the goal is not to have every child participate but the goal is to have every child learning.

"I love trying to paint like the artists we learned about at the museum. One even painted with tiny little dots to make a big picture. I can do that too, like when I tap with my markers! Some of the paintings were of people and some were of trees. I'm going to paint a picture of you, Mommy."



Don't forget to refuel!

Resource Books:

- **Global Art - MaryAnn Kohl and Jean Potter**
- **Smart Art Ideas - Anna Reyner**
- **Preschool Art - Mary Ann Kohl**
- **Take Part Art - Bob Gregso**
- **On stage - Lisa Bany Winters**

Books:

Mouse Paint – Ellen Stoll Walsh
The Rainbow Fish – Marcus Pfister
The Rainbow Colors Book –Toshinobu Takeuchi
Color Zoo – Lois Ehlert
The Mixed-up Chameleon – Eric Carle
Elmer – David Mckee

Activities:

Kitchen Band

Break out the wooden spoons, spatulas and measuring cups! Have a parade with pots, pans, plastic bowls as drums. Fill empty containers with beans and rice to make maracas. Save paper towel rolls for horns. Talk about the different sounds, play fast and slow, make up silly words for your songs and have fun!

Recipes:

Scratch & Sniff Paint

Need: water color paints, craft glue, fruit-flavored gelatin, paper, paintbrush

1. Place paper on sheet of newspaper.
2. Use watercolors to paint
3. Let painting dry
4. Spread craft glue over painting
5. Sprinkle gelatin over wet glue
6. Let painting dry
   Glue will dry "clear" and you will have a sweet-smelling picture

"When I grow up, I want to travel to Africa to go on a safari, like we read about today at story time! I love story time because it gives me new ideas for my imagination!"



Just a short walk to…

Kentucky Early Childhood Standards:

- Birth to Three Section
  Creative Expression *Standards 1*

- Three & Four Section
  Arts & Humanities *Standards 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Birth to Three Book
  Creative Expression

Notes:

Resource Guide

Public Libraries 0m
Regional Training Centers 0m

Contract below to find resources in your local area.

- **Local Public Library:** Children's Books, Children's Story times and group activities, Resource books on Communication Development, Children's music. Many communities have Book Mobile programs through their local library as well. **http://www.kdla.ky.gov/directory.htm**

- **Kentucky Even Start Programs**: Provide intensive family literacy services helping parents to become active partners in their children's education, and children to achieve a high level of success in school and life. Even Start offers educational opportunities to families most in need, as defined by levels of literacy, income, poverty, English as Second Language, and other related factors. **502-564-7056**

- **Kentucky State Funded Preschool Program:** Serves children 3 and 4 years of age with disabilities and children 4 years of age whose family income is no more than 150% of poverty by focusing on cognitive, language, physical, social, and emotional development in order to reduce barriers to learning. **502-564-7056 http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/default.hm**

- **Kentucky Head Start Association:** Provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop the skills they need to be successful in school. Early Head Start program was established to serve children from birth to three years of age. **800-869-9257**

- **Early Childhood Regional Training Centers:** Provide a range of services for the early childhood community including regional trainings/workshops, on-site consultations, lending library of materials, annual statewide and regional collaborative institutes. **www.education.ky.gov**

- **Child Care Resource and Referral Agencies:** Information and resources on Child Development in books and on video. Children's books, music and play materials to support development. Information on finding high quality child care in your area, training information for child care providers regarding Child Development. **www.kentuckypartnership.org**

- **Early Childhood Mental Health Program:** Provides program and child-level consultation to early care and education (child care) programs regarding social, emotional, and behavioral issues as well as training on working with young children with social, emotional, and behavioral needs and their families to child-serving agencies and individuals. Evaluation, assessment, and therapeutic services for children birth to five and their families. **Dept. for Public Health 502-564-3527**

- **Local Health Department Information: 502-564-3796**

- **Scholarship Fund:** The Early Childhood Development Scholarship provides a seamless system to upgrade the professional development of child-care workers, preschool assistants and trainers. **Kentucky Partnership for Early Childhood Services www.kentuckypartnership.org (800) 956-8950**

- **Family Resource and Youth Services Centers:** The goal of the local school based FRYSCs is to meet the needs of all children and their families served by the centers as a means to enhance student academic success by removing non-academic barriers to learning.
  Cabinet for Health and Family Services 502- 564-4986

All of the above and more at: www.kidsnow.ky.gov

References

Copple, C. and Bredekamp, S. (2009). Developmentally Appropriate practice in early childhood programs (Rev. Ed.) Washington, DC: National Association for the Education of Young Children.

Dodge, D.T., Colker, L., and Heroman, C. (2002). Creative Curriculum for Preschool. Washington, DC: Cengage Learning.

Keeler, R., (2008). Natural Playscapes. New York: Exchange Press.