



TONGA – ECE CURRICULUM

MINISTRY OF EDUCATION AND TRAINING

Foreword

Tonga's early childhood education sector has made tremendous progress in the previous years. The Education Act 2013 provided a pivotal turning point by mandating compulsory school age to start from 4 years of age. The establishment of 46 government ECE classrooms since 2019 reflects the commitment of the Ministry of Education and Training to ensuring all early aged children have access to quality early childhood education. It also reflects the increased awareness of the importance of high quality early childhood education as critical cornerstone to quality life outcomes and lifelong learning.

The first early childhood curriculum - Lalanga Mo'ui, published in 2012, provided a framework which has shaped the approach towards early learning here in Tonga for the past decade. I am delighted to introduce this revised and refreshed update with a slight twist in approach.

Unique in its value-integrated approach, the updated curriculum - Learning through Play the Heilala Way reflects changes in the learning context as well as societal changes in Tonga today. This revised version reaffirms the uniqueness of Tongan identity and the importance of enculturating our young children with knowledge, skills and our Tongan values. In our fast changing world, it is crucial that our young children learn and develop with the realities of the present. At the same time, it is crucial that Tongan identity and values are not lost in the learning process. This curriculum offers the balance between learning, cultural and moral sustainability. The curriculum also offers educators of early childhood guidance on encouraging children to learn in their own ways, in a supportive social and physical environment and with adults who have their best interest at heart.

I am very pleased to present this curriculum update with an Early Learning Development Standards that allow our very young to learn and grow within our unique culture, at the same time offer them the benchmarks that gives them the same level playing field as other young children across the region and the globe.

I would like to acknowledge the significant contributions of the ECE departments of other education systems and other ECE stakeholders, throughout the review of this curriculum. Your valued expertise and leadership provided the concepts of the Faa'i Kavei Koula which underpins this curriculum. These concepts, through the talents and dedication of the teachers, can be expressed in different positive ways with the support of parents, families and communities.

Last but not the least, I would like to express sincere gratitude to UNICEF, our diligent partner in development, who has supported the review of this curriculum.

Early Childhood Education is the foundation of all learning. The rest of the education sector depends on this foundation-laying. This curriculum therefore needs the mamahi'i me'a and 'ofa of teachers, schools, parents and communities to bring it to life.

Faka'apa'apa lahi atu

Hon. Hu'akavameiliku

Minister of Education and Training

Introduction

Learning Through Play the Heilala Way - Early Childhood Education Curriculum echoes our Education Mission “that we work together to prepare the people of our country, that they may achieve their aspirations”. ECE is the most important first step that each person takes towards realizing their aspirations. Ensuring that the ECE curriculum lays the foundation right is very important.

The previous curriculum laid the basics for ECE teachers to form a good foundation for our young children. However, we are cognizant that times are changing and so must our approach towards the education of children in their early years. Transformative education encourages the changing of mindsets hence embracing whole heartedly that early childhood education revolves around play.

This new curriculum is presented in seven chapters:

1. Heilala and the Faa’i Kavei Koula
2. Mamahi’i me’a and the learning Environment
3. Tauhi Vā and relationships
4. Faka’apa’apa and teaching strategies
5. Lototō and planning
6. Key Development Indicators for Success (KIDS)
7. Resources

At the heart of this curriculum is the integration of our Tongan values - the Faa’i Kavei Koula, within the setup and feel of the environment, the way teachers should teach and the requirement for positive relationships to be nurtured within each early childhood classroom. Tonga is proud to be the first across the region to successfully integrate values into its ECE curriculum. This value integration is also in alignment with the principles driving the new Tonga Education Policy Framework 2022 - 2032.

It is highly crucial that our ECE teachers have the skills and knowledge required to effectively set the foundation right for our children. In situations where teachers lack the skill and knowledge due to lack of qualification or experience, this curriculum provides teachers with step-by-step strategies for planning, setting up the learning environment, fostering positive guidance and engaging families and communities in the learning process.

The first early learning standards for Tonga is presented here as Key Indicators for Development Success (KIDS). A monitoring tool for tracking our young children’s learning. These standards are at par with international benchmarks allowing Tonga not only to measure national performance but to also identify how our young children ranks regionally and globally.

Malo ‘Aupito,

Dr. Tangikina Moimoi Steen
Chief Executive Officer

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Chapter 1: Heilala and the Faa'i Kavei Koula



Weaving the Faa'i Kavei Koula

The four petals of the Heilala represents the four golden values of being Tongan - Faa'i Kavei Koula. Heilala is chosen as a framework for the early childhood education curriculum because many aspects of this flower symbolize the nature of very young children. The Heilala is also Tonga's national flower. It is regarded as the most valuable flower used in garlands to mark important occasions. Children at early childhood age are very fragile and important and should be nurtured well and right at the earliest possible. An important finding from various education consultations throughout Tonga with parents and communities was the need to bring up our children immersed in our Tongan values. Learning Through Play the Heilala Way is the early childhood education sector paving a new milestone of embedding the Faa'i Kavei Koula of Mamahi'i Me'a (Loyalty and zeal), Faka'apa'apa (respect) Tauhi Vā (reciprocal relationships) and Lototō (humbleness) in its curriculum.

Learning is a product of a number of supporting factors - an environment that is conducive to learning, relationships that are reciprocal and positive and teaching strategies that are creative, focused on play and respectful. Teachers are provided with guidance on how to plan for play using time, space and materials. Mamahi'i me'a is needed by teachers to ensure the environment is warm and inviting. Teachers' understanding of mamahi'i me'a should reflect back from the children's engagement in their learning and treating resources with care and respect. Tauhi vā allows the teacher to promote positive relationship dynamics such as those between the teacher himself/herself and the child, children and their peers and teacher and families. The curriculum provides strategies for teachers to promote play learning and love. These strategies emphasize faka'apa'apa in teachers in order scaffold, provide positive guidance and transition children smoothly in an inclusive environment.

Key Indicators for Development Success (KIDS) are Tonga's Early Learning Standards. These standards clearly guide teachers into identifying children's level of development across five domains. These standards are also the foundational building blocks to the early Primary curriculum. The domain of Cognitive Development with Emergent Mathematics (THINK) deals with discovery and early mathematic skills that form the basis for Science and Mathematics in early Primary. Language and Communication with Emergent Literacy (COMMUNICATE) provides the skills for Lea faka-Tonga, early reading and writing. Physical Motor and well-being (GROW) develops the knowledge and skills needed for Movement and Fitness in addition to Creative Technology. Two important aspects that is not included in the Primary curriculum but very pivotal to learning are Approaches to Learning (PLAY) and Emotional Social Development with Morality and Spirituality (LOVE). These aspects are learned in childhood and this curriculum outlines a comprehensive guide for teachers to identify indicators within children and plan towards positive development. Lototō is awarded to these standards because it requires humbleness in teachers to change mindsets, be willing to venture into approaches that seem foreign.

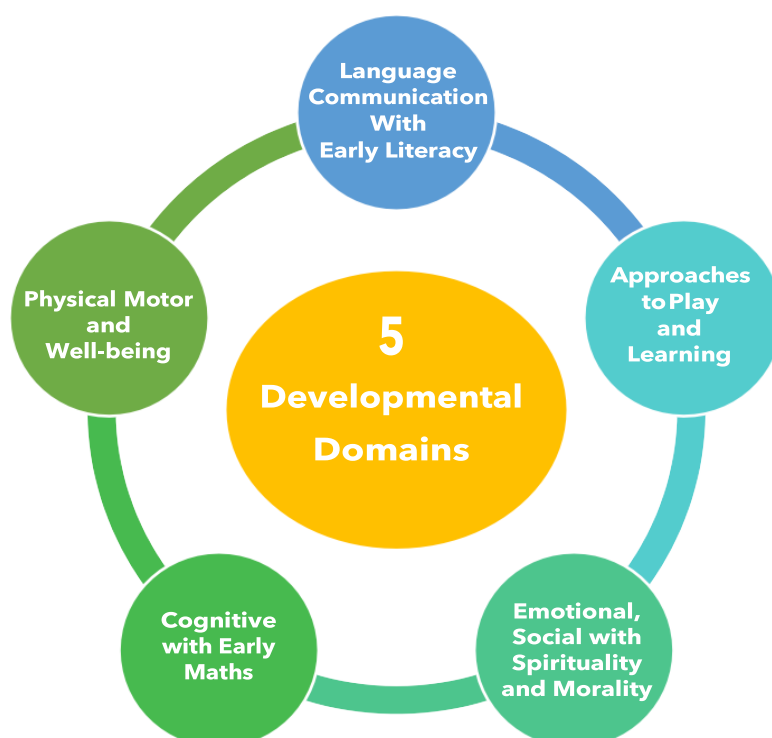
A value-laden curriculum delivered in the most natural way that children learn is very relevant to Tonga hence rightly so that it starts from early childhood.

The Early Childhood Education Framework used to develop this curriculum focuses on creating an environment that enables learning through play. The role of the teacher is paramount to building a high-quality preschool program. Tongan teachers will grow their own competencies to utilize strategies that promote play, learning and love.

One role requires the teacher to plan and refresh that enabling environment in ways that will bring themes or studies to life through play, meaningful interactions, intentional teaching moments and group work. Also, the teacher must constantly observe each child's and the group's development in order to scaffold growth and promote school readiness, all in developmentally appropriate ways.

Another aspect of the framework focuses on warm and reciprocal relationships. These relationships begin with loyalty to family that is powered by religious practices that nurture a child's beginning love for God. From there, children and teachers create a caring community of preschool friends. For this reciprocity to stay strong, teachers will work to provide positive guidance aimed at helping children know right from wrong in their behavioral decisions.

Curriculum elements will bring about positive learning outcomes for children. They will grow and develop holistically within the domains of: Cognitive with Emergent Mathematics, Language and Communication with Emergent Literacy, Emotional and Social with Morality and Spirituality and Physical Motor and Well-Being; all while changing their Approaches to Play and Learning. Thus, teachers will need to be keen observers of individual children while knowing the needs of the entire group of children. Using developmental information from these observations will allow teachers to plan for optimal growth through targeted goals and indicators using child-centered themes, which will be delivered through play and hands and hearts on learning opportunities. See the developmental domains chosen by Tongan stakeholders and ECE leaders below:



Heilala Framework Weaving Faa'i Kavei Koula

This framework builds upon the existing curriculum while enriching the approach of learning through play. It has the Heilalala Tongan flower as a symbol of the fragility and beauty of early childhood. It also is woven tightly in the cultural values of Faa'i Kavei Koula that children must live and learn through caring adult guidance.

The symbolism of the Heilala plant coincides with many aspects of support needed for quality services for children and families of Tonga. The flower is beautiful and tiny but strong. It emerges from a bud and blossoms into an open flower of majesty. Young children are on that same journey from inception until the time to enter primary school and beyond. They need much nourishment, attention and support to blossom. Their brains are growing pathways that will last a lifetime.



Just as the Heilala flower is supported by a stem, the framework will be supported by love, a strong sense of Ofa for family, God and culture. The leaves of the Heilala plant grab light and nourishment. Thus, the Ministry of Education and Training (MET) leaders, along with each and every preschool program, principal and teacher, will be like the tree branches and leaves in giving light and providing support and direction.

Table 1: Acronyms and Key Words to Know

ECE:	Early Childhood Education
ECCE:	Early Childhood Care and Education
DAP:	Developmentally Appropriate Practice
ZPD:	Zone of Proximal Development
PLAY:	Approaches to Play and Learning
GROW:	Physical Motor and Well-being
LOVE:	Emotional-Social with Morality and Spirituality
THINK:	Cognitive Development with Emergent Mathematics
COMMUNICATE:	Language and Communication with Emergent Literacy

Philosophy Beginnings

Early Childhood offers the most opportunity for growth of a child's brain compared to any other period in the lifespan. This unique period of development requires knowledge of how a child learns and how to act on budding windows of opportunity for optimal learning.

Children learn best by being immersed into learning that activates their senses, bodies and minds. Learning through play is the best way for children to learn. Through play, children can make sense of their world in ways that are personally meaningful. At a very young age,

most children may not be ready to sit and learn rote from the demands imposed by a teacher as they would in a primary school classroom. This has been linked scientifically to their physical, social, emotional and cognitive development which is still in its initial stages. This curriculum intends to weave many opportunities for a child to learn through play according to their level of growth and development.

The curriculum is based on a strong foundation of research-based practices endorsed globally by leading authorities, philosophical leaders and high-quality curricula. It is grounded on practices that are developmentally appropriate for preschool-aged children. Such practices provide children with opportunities to learn and practice newly acquired skills. Children are challenged just beyond their current abilities while connecting to their current levels of mastery while building upward. This curriculum operates within the loving boundaries and immense regard and concern by a community in which all children feel valued, safe and secure.

Grounded in the notion that children learn best in their Zone of Proximal Development (ZPD), the curriculum takes a constructivist approach. Learning happens in the context of social relationships that are warm and responsive to each child's needs. The philosopher **Lev Vygotsky** was first to build this constructivist view of how children learn from others. This is a fundamental feature of the Tongan cultural context in the form of tauhi vā or reciprocity. Tongan teachers will scaffold learning through carefully planned play experiences, within warm and reciprocal relationships to promote a strong atmosphere of tauhi vā.

Jean Piaget believed that children of preschool age are firmly planted in a stage of preoperational learning. He found that children below 6 years of age are constructing cognitive meaning of their world by manipulating objects and experimenting through play. Within this stage of development, the knowledge of the young child grows as they experiment, make discoveries and change their ways of thinking to incorporate new knowledge as it is learned. Children begin to notice properties of things they explore in the preoperational period. However, preschoolers tend to focus only on how things appear and are not ready to fully use abstract logic because their brains need many more neural connections to be able to understand and think in abstract terms. Knowing about how children construct knowledge through manipulating and exploring are the basis for how the curriculum promotes the choice and organization of materials into play areas.

Abraham Maslow built a theory of hierarchical needs that are common to all humans. He taught us that the basic needs of comfort, hunger, and thirst must be met before a child can learn. Also, safety and security are paramount for allowing a child to take a risk and feel free to explore. His theories parallel with the Tongan culture in that he recognized that children are always seeking a sense of belonging. This takes acceptance, respect and love. Finally, Maslow believed that self-esteem comes from that sense of belonging. If children have mostly positive and loving experiences, their self-esteem will grow. These needs are front and center in this curriculum as we emphasize positive relationships and guidance for children. Creating an environment that enables a feeling of safety and security leading to a sense of belonging emerges from all four of the values in Faa'i Kavei Koula. Weaving these values into a child's life in preschool will help grow caring citizens for life.

Erik Erikson's theory of the "Eight Stages of Man" shows a sequence of issues that must be resolved for healthy emotional development to occur. Each of the stages build on the success of the prior stage. The particular stages that children pass through in preschool include:

- Trust versus Mistrust
- Autonomy versus Shame and Doubt
- Initiative versus Guilt

The first and most basic stage is **Trust vs. Mistrust** in which children, as young as infants, learn that the world is safe and responds to your needs. Babies that do not get their needs met from responsive and caring adults, can develop more mistrust than trust which is not conducive to their growth and development. This curriculum has been designed to offer responsive care to preschoolers based on ages and stages of development to ensure that a trusting relationship between child and teacher can be established, in spite of difficulties in a child's first couple of years. Further, teachers can support and partner with families to help them build trust with their children as well. By implementing all parts of the curriculum, teachers can help children further strengthen their trust.

The second phase is **Autonomy, or independence, versus Shame and Doubt**. Children act on their sense of power when they are in a trusting program and can make choices around their play. This is demonstrated through their budding confidence in their play and speech. This sense of autonomy grows when children are recognized and noticed for their independent work through play. If children are met with unreasonable expectations which are not appropriate for their age and level of development, or excessive criticism, they can be made to feel shame and doubt. This is sometimes shown through their attention seeking behavior and always needing the teacher's approval or always waiting for the teacher to tell them what to do instead of choosing their play independently. In this curriculum, teachers honor the efforts and accomplishments that children make and this fuels their sense of competence.

Teachers help children become independent by creating an enabling environment in which:

- Children have choices in where they want to go and play;
- Materials are organized in ways that allows children to independently clean up and return;
- Children can express and manage their feelings over time in socially acceptable ways;
- Teachers provide children with responsibilities to keep the environment well kept;
- Responsive teachers encourage children to be persistent and finish tasks that they have chosen.

After learning persistence, children move on to develop a sense of **Initiative versus Guilt**. This means they will tend to respond positively to new challenges, take on responsibilities, enjoy accomplishing new things and become more purposeful in their efforts. Those children that have initiative, try new things in their play. This curriculum is based on helping children experiment and follow their own interests in addition to guiding their learning through questions and sharing examples to strengthen the connections that children are

making. By also nurturing children to solve problems and take risks, the final result is that children develop a love for lifelong learning.

Also, the curriculum is built on the premise that play is the vehicle for learning in the early years. A more modern- day play theorist, **Sara Smilansky**, focused on how children learn through play. Her research produced a theory that children's play evolves over time and can be viewed within four types of play: functional, constructive, dramatic, and games with rules. Knowing about these types of play is important for teachers of young children so that they can support the child's current type of play and make a correlation to cognitive development and approaches to play and learning.

Another recent researcher, **Anne Masten**, opened up major interest in the role of resiliency in a child's learning. She asserts that resiliency is reachable when children are surrounded by adults that support them and protect their normal trajectory of development. Resilience is very much neglected in the fast-changing world, but it is very much needed. This is an essential requirement for everyone in this day and age, particularly for the Pacific Islands, where annual climate change-related emergencies compound other challenges faced by families. Children can grow into resilient seekers when they:

- enjoy safe, responsive and stimulating environment;
- can rely on caring and supportive adults who believe in them;
- have a sense of and know their own strengths;
- benefit from teaching strategies that help them to become successful at learning.

Finally, the curriculum is a compilation of approaches from regional and global curriculum leaders. It is grounded in the Pacific Regional Quality ECCE Framework and the Pacific Regional Teacher Competency Framework both of which come from guiding documents from the Pacific Regional Council for Early Childhood Care and Education (PRC4ECCE) whose quality standards are recommended for use in the Pacific islands. The PRC4ECCE suggests implementing a play-based curriculum with an emphasis on reflective and supportive relationships in preschool.

It combines **Diane Trister Dodge's Creative Curriculum** which gives the teacher a foundation to be creative and let themes emerge from the interests of the children with play in areas. Also, **David Weikart's High Scope Curriculum** that believes in providing children with opportunities to plan for play and solve their own problems. Another influence comes from **Maria Montessori** and **Reggio Emilia** that both believe that children are like little scientists with a drive to use play as their way of figuring how things work in their world. Finally, global and regional studies show benefits of creating an enabling environment for play in which the uniqueness of each child is honored by interactive relationships with responsive and caring teachers.

The curriculum offers many strategies that teachers can use to offer positive, calm, warm and responsive interactions with children. When children have been living in stress that prevents their needs from being fully met at home, they need caring teachers that can buffer the stress through caring relationships, predictable and balanced schedules and a huge dose of positive guidance strategies.

Building the foundation of the curriculum based on theoretic underpinnings will assure that all strategies are proven to contribute to the well-being of young children. Combining those underpinnings with the regional quality from the documents of the Pacific Regional Council for Early Childhood Care and Education (PRC4ECCE) makes the curriculum relevant for growth in Tonga. Knowing that the curriculum is grounded in developmentally appropriate practices backed by research, gives practitioners the assurance that the curriculum will achieve positive, lasting results.

Core Competencies for Teachers

The first step in writing a curriculum in early childhood was to collaboratively choose the core competencies that teachers will need to master prior to fully implementing a high quality, play-based program. Thus, the Ministry of Education and Training ECE unit invited many key stakeholders in the field to come together for input. The group endorsed the Core Competencies for teachers to build upon. Each competency is woven throughout with the Faa 'i Kavei Koula.

The core competencies were all based on the beliefs that young children:

- develop to their fullest in environments that provide meaningful and relevant learning opportunities;
- construct their knowledge of the world through rich experiences and opportunities to interact with others;
- will thrive when their needs are recognized, respected and addressed;
- develop optimally when adults form nurturing relationships in environments that reflect the child's culture and respond to each child's differing abilities, strengths, personalities, and abilities.

The Core Competencies are divided into the seven topic areas that have been found to be relevant in the Tongan context for quality including:

1. Creating an **enabling environment that promotes play-based learning** through exemplary show of *mamahi'i me'a* or extreme loyalty and passion during teachable moments;
2. Showing *faka'apa'apa* or respect by following a **balanced daily schedule**;
3. **Promoting child development** holistically by observing, planning and reporting on skills in five domains wrapped in *lototō* or true humility and a willingness to learn;
4. **Building reciprocal and positive relationships** with children with *tauhi vā* or reciprocity for keeping relationships alive;
5. In the same *tauhi vā* fashion, **practicing positive guidance strategies** that help children make acceptable choices for behavior;
6. **Promoting health and safety** that creates healthy habits while protecting children from harm is done with ultimate *faka'apa'apa* or respect; and
7. Showing the spirit of *tauhi vā* by **partnering with parents** and communities to be aware of how children learn best through play and early experiences.

These Core Competencies and the detailed indicators for each one aim to build knowledge and skills needed to implement high quality programs for children. Building skills to become intentional at the highest level is the goal.

Lifting the competencies of all teachers working with preschoolers takes focused in-service training. A national training is available from local master trainers that are supported by the ECE Unit of the Ministry of Education and Training.

Throughout this curriculum, the content will speak directly to teachers in order to help them know what strategies to use for full implementation. Look for the circle of Heilala flowers, like the one to the right to see how the values are woven into the curriculum.

Organization of the Curriculum

Learning through Play the Heilala Way is organized into four parts. Each part has sections to support and give detailed knowledge and strategies for teachers to implement.

The first part is all about **creating a classroom environment that enables learning through play and is wrapped in mamahi'i me 'a**. Sections in this part will introduce elements of proper space for play such as arranging the room into play areas, designating space for groups to gather and how to make the environment aesthetically pleasing with elements of nature and materials from the child's familiar cultural heritage. Also, creating and following a Balanced Daily Schedule is discoverable in this part.

The second part is focused on **building positive, reciprocal relationships through tauhi vā**. In this part, teachers will strengthen their partnerships with families of the children in their group. They will go beyond partnering and make efforts to honor the richness and diversity that families bring into their centres. They will find some strategies for helping children respect the elderly which is an important fabric of Tongan family life. Another section is all about how the love of God and love for God is explained and shared with the children. Loving one another, following the Golden Rule and showing care through sharing is discussed. The third section is all about how important it is for the teacher to be warm and caring. This section is sure to change practices as positive guidance strategies are revealed. The tone of positivity starts with the teacher as children learn how to calmly handle their own conflicts with loving guidance from a caring teacher. The final section of this part is all about building a community of caring friends. It brings out elements of fun and cultural gems of dancing, singing, celebrating successes and cultural celebrations, learning about identity and being together the Tongan way.

The third part is filled with **teaching strategies for promoting play, learning and love with faka'apa'apa**. The first section will show teachers ways to guide by using reason, encouragement and positive guidance. Tips on how to keep transitions calm and organized are shared. However, some children may need a special behavioral intervention plan co-created with parents. Even though teachers use positive guidance, some children will have many unmet needs that will require behavior management plans for them to choose positive behavioral responses, consistent praise for right choices and extra care for them to learn how to manage their behavior and be successful.



In the second section of part 3, teachers will learn how to make written plans that are theme-based. From choosing goals and indicators to adding in some content from Literacy, Mathematics, Science and Social Studies during small group activities. This section will also describe how to enhance the play areas by adding materials that invite play around the theme to deciding on movement and outside activities will be explored. Even planning for special parent engagement will become part of the written plan. The final section is all about observing children to offer scaffolding at their level. Developing a Child Portfolio to showcase developmental growth and successes is crucial for the planning cycle. Some children may even have needs for extra support due to a delay or different ability or may require support in building healthy relationships with all their classmates without prejudice. Special effort will need to be made by teachers to help children learn about inclusivity and unity while making everyone feel included at preschool. Inclusion for all children will also be introduced in this section to assure that all children can have the support needed to be successful. The final kind of planning will be around helping children and families feel supported as they prepare to leave preschool to enter primary school.

The fourth part will focus on **child learning through Key Indicators of Developmental Success (KIDS)** which will include all of the five early learning standards that are both globally recognized and adapted to Tongan expectations. Each section of this part will detail these domains of development with subdomains, goals and indicators:

1. Approaches to Play and Learning
2. Physical Growth and Well-being
3. Social and Emotional with Morality and Spirituality
4. Cognitive Development with Emergent Mathematics
5. Language and Communication with Emergent Literacy

The full curriculum will provide details in a way that is easy for teachers to understand. Strategies for teachers to follow will guide them in meeting higher competencies while providing the best care for children. The curriculum is written to speak directly to teachers. All will be woven with *Faa'i Kavei Koula* and religious warmth. Input from stakeholder and leaders is welcome as the curriculum is implemented.

Chapter 2: Mamahi'i me'a and the Learning Environment



Mamahi'i me'a and the Learning Environment

The Tonga Education Policy Framework 2022 - 2032 states that mamahi'i me'a as "loyalty and commitment, are critical to teaching and leading education. This core value is fundamental to the sustainability and implementation of the new policy framework. We will need people who are committed".

There are two significant environments within a classroom, one is the set-up of the classroom itself and second is the teacher. Mamahi'i me'a has been clearly demonstrated to be applied first and foremost within the individual which consequently radiates to different situations and levels such as family, work, church, community and country. The seriousness of application depends on the motivation. The motivation is instigated by where one decides to li taula (anchors), and where the teacher's mamahi'i me'a is directed towards. Choices of situation or subject made by individuals are reflections of their values and priorities. This means teachers' attitudes and commitment (or lack of commitment) to the setup of the learning environment depends whether they value the environment as part of the learning process.

Effective early childhood learning is achieved through play. The teacher needs to mamahi'i 'a e ako 'a e fānau 'o fakafofua 'i he va'inga (mamahi'i children's learning using play) to be able to do this. Mamahi'i ngāue in early childhood education means changing our mindset about how we view play. Many researches have proven that play is the most effective tool used in classrooms that expands learning, yet this is still not reflected inside our ECE settings. In your daily setup of your classroom, mamahi'i me'a should be applied. This means that one needs to li taula on the concept that play is a teacher. You need to consider what language your classroom is speaking to the children and their families. Is it inviting, motivational, warm and accommodating? Each play, space and material must be purposefully planned with the aim that they contribute to learning and development of the child in each of the five domains of PLAY, GROW, LOVE, THINK and COMMUNICATE.

The most important part of the environment is the teacher. Teachers' motivations and values should be related to ensuring that all children are successful learners in a warm positive surrounding. The inclusion of mamahi'i me'a in the ECE curriculum is to constantly remind us to reflect on our motivations and our commitment to nurturing the minds and souls of young children. Daily reflections should bring teachers back to the realization that where their values lie are where their loyalty and commitment will be. In ECE, our loyalty and commitment should be towards the positive learning and development of each child within our care.

Environment that enables Learning through Play.

"Play gives children a chance to practice what they are learning. They have to play with what they know to be true in order to find out more, and then they can use what they learn in new forms of play." - Fred Rogers 1999

Play is children's work. Play is essential for a child's language, cognitive, emotional, social, spiritual and physical development. During play, children develop many skills in all the domains of development. What may look like frivolous use of toys to some, is truly the path to a smarter future. Play is how children learn to communicate, solve problems, develop a sense of self and get along with others. Watch a young child at play and you will see the kind of concentration, passion, and creativity that artists and scientists bring to their work.

To promote play, you need to know how to set up their classroom environment with special areas set aside for play and group gatherings. Preschool classrooms should be an inviting place that encourages children to learn through interactive play. The class should provide children with a variety of hands-on learning experiences.

Research has proven that children learn best when they are actively learning, seeking and discovering through their senses. You will learn that the room can be divided into play areas that encourage purposeful play by arranging materials into separate areas where children can choose to go play. This frees children up to make meaningful connections while playing with friends.

The play areas can be enhanced to promote learning focused on a theme. This module will help you decide how to plan and set up their classroom for learning through play. You will learn about the materials needed to enhance areas for play, including: Blocks, Family, Art, Bits and Pieces, Discovery, Literacy and Maths. Seeing that a well-designed learning environment invites children to learn about themes through play is the goal.

As you learn about making space and time for play, think about how you can make changes to the arrangement of space in your classroom. Also, think about how you can rethink your daily schedule so that there is a large block of time for children to choose where they play and form their own meaning from their play. Discover how doing so will make your strategies for children more developmentally appropriate, or just right for their age, current developmental level and interests.

When you see a Heilala child-like wreath like the one to the right, take that as a hint for how you can wrap the featured learning in a ring of Faa'i Kavei Koula. The one to the right, represents a call for you to give total mamahi'i me'a in a way that allows you to change your environment to make some space and time for play. Let's see just how to make that change happen.



Why Promote Play-Based Learning?

Play is the work of children. It is the best way for them to learn about and make sense of their world. High quality teachers, that can guide and facilitate play into learning are the number one indicators of positive child outcomes for children. Research proves that positive effects from well-developed play has tremendous impact on various areas of child development, such as social-emotional skills, emerging literacy and mathematical abilities and self-regulation. When children have a skilled teacher that can provide spaces, materials, a nurturing and encouraging disposition and a balanced daily schedule, it will best help children learn through their play.

Play has been scientifically proven as the best way for children under six to learn. Since children learn best with their senses, play is the only way that they can truly learn in a meaningful and connected way that enhances their skill development appropriately. It is developmentally appropriate because it is right for their age or stage of development as well as interesting to them. Have you ever just watched children playing and not interrupted their play? Perhaps you watched a game of rugby or children playing in the ocean?. What do you notice about their emotions? Joy, free laughing, expressing themselves without worry can be seen. When we see that kind of play, you know it is truly play. That joy fuels their brain for a smarter future.

For it to be true play, it must be freely chosen. It must have willing participants that get pleasure from the play. Joyful play is play where children immerse themselves in and only think of the fun that the play is providing. It is not assigned by the teacher. It is allowing the children to go to play areas that are planned and well-designed by you where children choose their materials and how they want to interact with the materials and with their classroom family of friends. Tabletop activities have a place in the curriculum; however, not during choice play time. Instead, that kind of learning can happen during small group activity times when you and your teaching team sit and expand knowledge toward targeted developmental goals (intentional teaching).

Play is more than just frivolous passing of time; it is a child's right in the UN article 31 which advocates for "the right to recreate" so that children experience joy when they play! Play is critical to learning and evidence proves that it is the best way for a young child's brain to form connections and pathways in their brains. Along with building better brains, play is:

- the child's way of learning about the world;
- the best foundation for skill development because the child can make connections;
- Supported by data and research;
- the child's work;
- a child's most meaningful way to learn.

To help children realize their right to play, you must believe in the transformative power of play and make play your mission. Help families, principals and the larger community know that children really learn best this way.

Become an expert on what children learn while playing so you can be the voice for learning through play! The Ministry of Education and Training endorses play as the best vehicle for learning and are investing in ensuring a high-quality early learning experience for all children in Tonga starting with play.

Providing a child with the right and opportunity to play is the duty of every teacher. Children will have plenty of time to sit at desks or tables in chairs when they go to primary school. They will not have any other time in their life when play is allowed and best for them. Parents need to hear all about play and learning from you to help them understand how children learn through play.

What do children learn during their chosen play? For example, as a child decides to build a Fale (Tongan house) in the block area, what are they learning as they choose the blocks and other materials that they will use? What might they learn as they see that the largest or longest block must form the foundations? If they choose the smaller ones, the Fale could fall down? This is learning science through play. They learn the science of predicting, planning and trying. They also learn the science of weight and building. Finally, they learn about shapes and three-dimensional objects as they relate to each other. This is an important engineering skill. Just by playing with blocks, children are learning about science and engineering.



Planning Space and Materials for Play

An enabling learning environment allows children to play and grow their emerging skills. To do this, the classroom needs to include activity centers that offer opportunities for both hands-on, play-based learning and developmentally appropriate instruction of academic skills. A rich array of materials needs to be available in areas that invite children to inquire, explore, discover, and engage with each other about ideas. Varied types of activities need to be offered throughout the day and be provided in a clear and predictable schedule, supported by routines and carefully planned transitions that result in a smooth and well-managed flow of the day.

The physical arrangement of your preschool classroom should be guided by the goal of supporting children to develop the skills of thinking, reasoning, problem-solving, decision-making, applying understandings to new contexts, and expressing ideas and sharing them

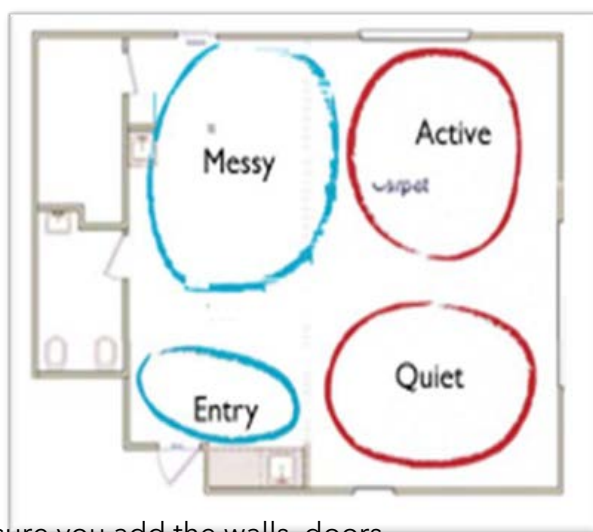
with others. These learning goals are supported by a classroom arranged into different interest areas that provide opportunities for learning in all of the disciplines—literacy, mathematics, the sciences, social studies and the arts. A wide variety of materials need to be available and accessible to all. In this kind of an environment children can test and express their ideas, make decisions, solve problems, apply their own reasoning to many situations, and share their learning experiences with others.

When planning the space for play, begin with the layout of your classroom and consider the following:

- Size of the classroom: the amount of space you must work with will determine the number of play areas you can plan for at one time. If your space is small, you can have mats or rugs that roll away for large group time. Children can learn to help you pull out the play areas from the wall each day.
- Number of children enrolled: the number of children attending will have an impact on how many children to plan for in each play area. Larger areas can accommodate more children at one time. If you have many children, you can even have some play areas located outside on a verandah or playground area.
- Number of teachers or helpers: if you have two teachers for the children, you can plan better with more areas and space for small groups. If there is only one, then you can still have 3-4 areas that will have to be set up in a way that allows for more independent play. You may also have to do small groups during area time or conduct two at once and have parts of the activity be independent.

Other things to consider as you plan the space include:

- Flow of traffic as children and parents enter;
- Wet or dry areas
- Zones such as messy, active, quiet and entry are important to map out. Keeping quiet areas on one side of the room (Literacy, Maths, Bits & Pieces, Art) and louder areas on the other side of the room (Blocks, Family, Discovery) can help children stay engaged longer.
- Areas for group gatherings (mat, small groups).



As you plan, start with a drawing of your classroom. Be sure you add the walls, doors, windows and water (such as a sink or other water source). Then think of the zones mentioned above:

- Quiet versus active;
- Neat versus messy;
- Wet and dry.

Next think of the flow of children moving around and parents or visitors coming in the room. Plan around allelements. Then put your drawing aside as you learn about play areas.

Arranging into Play Areas

Think for a moment about some of your favorite places to relax. Maybe you like to look at books or play with your phone there. When we start to plan spaces for children, we want it to be pleasing and inviting. Children like to play on the floor on a mat or a rug. They are not ready to sit on chairs or in rows all day because the part of their brain, the frontal lobe for executive functioning, that tells them to sit for a long time, is not yet fully developed. Instead, their brains are quickly making pathways in the movement and language parts. Their little bodies must move about to explore. They need to use all their senses to learn about things. It is your responsibility to plan the classroom environment to be a place that says, "Come play and explore here!"

A classroom divided into interest or play areas is a perfect setting for children to explore, make things, experiment and follow their own interests. By creating separate play areas with varied and like play materials offers children a range of choices for their play. Play areas subdivide your room into spaces that can accommodate a few children at a time and help your children to play in smaller groups. With a manageable number of friends to play with, the children will feel more comfortable which leads to playing more positively with a few friends. Also, a smaller, well-defined space with barriers will help children stay focused on their work. The end result is that children's play will become more complex, elaborate and engaged.

Play areas work best when the materials you select are attractive, inviting, relevant to the experiences and lives of your children and a bit challenging but not too frustrating. The materials you choose to put in play areas should introduce them to interesting content that they need to know about in preschool. Things associated with content areas like:

Science through:

- living things such as pets and plants to observe and care for as they grow;
- things from nature to explore and learn about;
- many things to take apart and put back together to learn about engineering;
- simple tools to use in creating, exploring and making predictions.

Social Studies through:

- items that can be found in the homes of children such as table settings, things to pretend cooking and clothes that people in their lives wear;
- materials to enhance pretend play that imitates people in their family, village or town.

Art appreciation through:

- musical instruments and a variety of recorded music;
- variety of art media that can be used for creating (paper, crayons, markers, pencils, paint, brushes, play dough and three-dimensional items);
- scarves and other props to use when dancing or moving;
- small stage for performing.

Mathematics through:

- collections of things to sort, organize, count and graph;
- planned materials that can support learning in small groups;
- things from nature to compare, seriate and arrange in their own ways.

Literacy through:

- variety of storybooks that have few words and many pictures;
- storybooks that promote learning in themes;
- print that labels things in the classroom and that helps children tidy up after playing;
- variety of materials that can be used for early writing.

Use the list above to think about and begin gathering play materials that will be great for exploring, experimenting and making meaningful connections. By providing these playful learning items, you will be helping your children to be ready for primary school. All of the above content areas connect to the primary curriculum. Offering play with such items will help children become familiar with these content areas, all while playing!

The best way for that to happen is to arrange your class into places for groups and areas for certain kinds of focused play. The classroom areas need to be clearly defined, each housing a variety of materials for children to use as tools for disciplinary and cross-disciplinary learning. The list below describes areas that will work well to promote play in your environment:

1. Blocks: a place for building things that houses a full set of wooden unit blocks arranged by size and shape in low and open shelving that clearly shows where each shaped block should be stored;
2. Family: a place that is set up like the homes of most children in your group. It is a place where children can imitate experiences in their world through drama and speech to learn skills like negotiating, caring and sharing. It is also a great place to set up things that represent a theme like a fire station, church, market or even a boat.
3. Art: a place to be creative with different types of paper and a variety of drawing or painting materials. Children can best be creative with both a table and an easel for painting along with three dimensional things for experimental creativity and try different ways of doing things;
4. Discovery: a science area to explore materials and learn about the properties of materials. It is also a great area for exploring and experimenting with things in nature. The set up can be on a mat on the floor or the top of a table. You can gather large wash bowls for water, sand or even flowers. Use locally made baskets for storing items and for promoting independent exploration;
5. Bits and Pieces: a collection of small objects that can be manipulated or taken apart and put back together. Such things can include things from nature such as: shells, rocks, coconuts, seeds, sticks and leaves. Also, it can have puzzles, tiles, Legos, pegs and pegboards. Bottle caps, bottles to fill and other things that a child can put together. It is best to have a nice floor mat and trays that children can carry to their chosen play area on the mat. This area will allow children to put objects together and make patterns with a variety of things.
6. Mathematics: a place to learn early mathematical concepts with a table and shelf filled with baskets of materials that promote counting, sorting, organizing and categorizing that can be found in homes and local markets like beans, leaves, large beads, coconut husks and shells. (Be aware of safety though, so that no younger children can choke on smaller items.) Also, a place to promote the beginnings of

7. geometry and algebraic thinking, measurement and data collection on the child's emerging level.
8. Literacy: a place to learn early literacy and to gain a love for books arranged in two sections. One is a table for writing with paper, markers, crayons, pencils, stamps stencils and alphabet cards. Even play dough and shallow sand boxes are great for beginning writers. The Literacy area also needs a soft and cozy book area with a mat, pillows, stuffed animals and baskets for storing a few story books with many pictures that go with the current theme and are of interest to young children.

See photos on the following page to see a glimpse of some materials and storage ideas for each play area.

Literacy



Maths

Family



Art



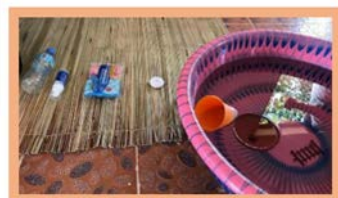
Bits and Pieces



Blocks



Discovery



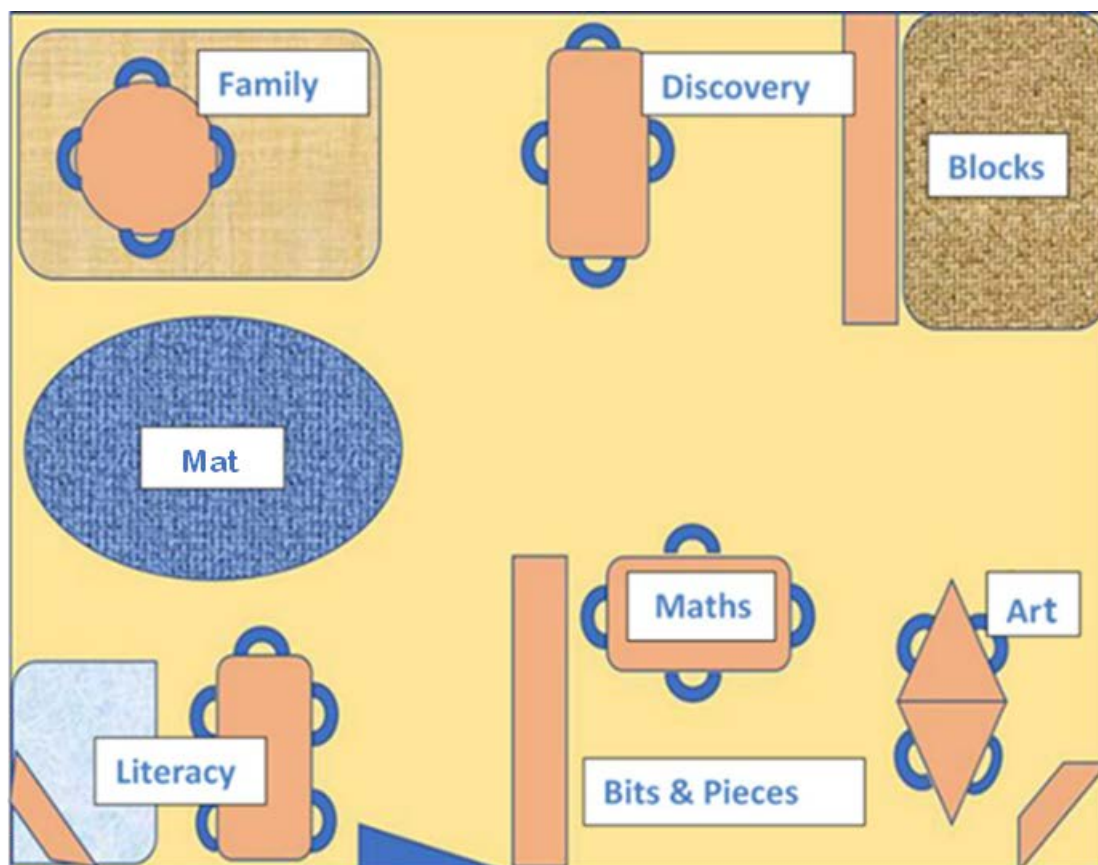
Every environment for children also needs a gathering place such as a mat. If your classroom is small, the mat can be part of a play area like the blocks or bits & pieces so that the mat can be used during play time as well.

Small groups can be gathered in play areas such as at a table in the maths, literacy or art area. If a table is needed for the planned activity, use one of those play areas. Whenever possible, have small groups in one of the areas that has a mat on the floor. Children love to sit on a mat and feel free to explore objects down at their level. Remember, they will have plenty of time later in big school for sitting in chairs and using tables for work.

Let them enjoy childhood as their very own time to play on the floor.

Sample Preschool Layout

Notice in the drawing below, that there is a special place for gathering large groups of children. It is called "Mat". When children sit in a circle on a mat, each child can see you and each other. This promotes a sense of community and allows you to monitor behaviors better as well. Sitting in rows may be the norm for you. Hosting the mat time in a round format will help you to accomplish that sense of community and better supervision while holding large group meetings.



Group gathering places

This layout also allows some flexibility of space. For instance, you can use the tables in areas to host your small groups when the planned activity requires a steady writing surface. However, you can use the mat space in blocks when a small group activity can be done on

the floor and needs some creative space. Varying the places for small group gives children a variety of ways to move their bodies and still pay attention and listen to instructions. Planning ahead is key.

To review and think about where to place each play area, consider keeping activities that are related or complementary and that have similar noise levels and equipment needs near each other. For example, areas that require access to water (such as art and discovery) should be near each other (and near a sink). Areas that are noisier and complementary (i.e., blocks, bits & pieces and the family area) should be adjacent. Quiet areas such as mathematics, literacy and the cozy book area should be close. Traffic patterns within the classroom should also be considered so that children engaged in related work have materials nearby to support them (i.e., block area near the art area) or so that quiet areas are not interrupted with the flow of traffic. To help promote long periods of

engaged play, consider using your shelves and other tall objects as barriers between areas. Avoid having all furniture up against a wall. If some are pulled out and placed between, children are likely to stay longer on their mats and not be distracted by other children playing close by. Another advantage is that children will be less tempted to run in the classroom when the play areas are placed out from the walls. Make sure that whatever way you arrange the environment is functional for promoting long periods of meaningful attention to play schemes. Be sure that you can see and supervise play in all of the areas for safety of all children.

Finally, think about your outside space. Be sure to plan for a variety of large motor skills when choosing equipment. Make all areas safe and secure with some shade for children to have sun protection. The environment is like another teacher in the preschool room. Make that teacher your friend that promotes learning through play!

Accessibility and Organization of Play Areas

Play Areas are beyond the former concept of "Corners" because they are not just located in the corner or even pushed up against a wall. Instead, they are a group of materials organized and stored together to promote a certain kind of choice or guided play. How you organize them can make all the difference in the world in keeping order and avoiding chaos. Many you can borrow from your home or that of families in your class. Some can be purchased at local markets. Real, authentic play materials from nature are wonderful for children to use in play.

Everything in your classroom should have a designated place and purpose. You and the children will both benefit from this kind of order. All will benefit; especially children with special needs who require consistency and predictability in the environment. Human beings, especially children, have a powerful attraction to beauty and order. From the earliest part of childhood, children can be trained to be orderly in life. When they see order in nature, it helps them to develop respect for it. In the same way, when they see order in the classroom and at home, they will hold that as a standard that they aspire to attain. When children know where things are and why they are grouped that way, they can work much more independently with the materials. To show children where things are stored, label the area on the respective shelf or container.



By labeling the shelves and baskets where toys are stored, you will be promoting independence in the children. Children will be able to put toys back where they belong and that will keep the classroom neat and tidy. When children learn to take care of their classroom, they also experience a sense of accomplishment and community. Use paper to trace and cut out labels for the blocks. This makes clean up and organization of the blocks so much easier. Children learn to clean up independently which is a life skill that they need.

Labels should have both pictures and words when possible. For things like rocks, bottle caps and shells, you can even use thick clear tape to hold a sample of the object on the outside of the container. For the youngest classrooms of children under three, you can provide a full shadow of the toy so they can match items up easily. Other things will need storage space as well, such as children's own belongings can be stored in a cubby, basket, or hook labeled with their own name or symbol that they choose at the beginning of the year. Things like musical instruments can be stored in local large baskets near the mat area.



There are so many skills and positive habits that the children will gain through the defined areas and ways of organization which will affect them into the future. By patiently explaining and demonstrating to the children how each area works and how to use some of the equipment or materials, you are leading them to spend time and become fully engaged in their play. Also, by helping them to play cooperatively with friends, you are building the Tongan values and attitudes that they will need. Finally, involving them in the 'pack away' or tidying part of the day, they will quickly learn this pattern of behavior well for life.

Another aspect of the environment is all about what displays are on the walls, backs of shelves or hanging across the top of the room. It is a good rule to think of the work of

children making up most of the displays. Some elements to think about when choosing what to display around the classroom include:

Choose creative work done by the children. Avoid displaying any worksheets or coloring sheets that are all alike. These can best be used only during small group and then sent home with children. Instead, place creative art pieces around the room like they are on display in a museum or art gallery. Allow the children to choose which pieces they are proud of and tell you why. If possible, even let them choose where they want to show off their masterpieces. This will foster a sense of pride and feeling of belonging.

Creating a Ngatu of Play in areas

The Ngatu is of high value in Tonga and is made of many small parts put together that reflect beauty, order and artistic representation. When children have many opportunities to play in the play areas, they are piecing together learning through their play opportunities. It allows the children to experience rich play that is beautiful and valuable to their learning, like a ngatu. One of the most important jobs of a teacher is to offer many opportunities for children to play in ways that will result in meaningful connections. To keep the play organized with purposeful exploration, it is best to arrange the classroom into play areas, as introduced above. Tonga's ECE community has chosen the seven play areas of Blocks, Family, Bits & Pieces, Art, Discovery, Maths and Literacy.

By becoming an expert on your play areas, you will become a better advocate for the power of play. On the next pages, find a chart that details each of the above points for easy reference.

Materials	What Child Learns	Role
Blocks		
<ul style="list-style-type: none"> Unit blocks (wooden, full set) Soft Blocks for youngest preschoolers Cardboard blocks Low open shelf Baskets Cars, Trucks and other transportation People toys Toy animals 	<ol style="list-style-type: none"> Motor skills as children move and build things; Social skills of planning and negotiating; Language skills of talking, listening, learning through symbols and gestures; Cognitive skills of problem solving, counting, comparing, figuring out their world; Moral skills of respecting what other children build or make, and using the blocks purposefully; Approaches to learning through initiating and planning play. 	<ul style="list-style-type: none"> Set up developmentally appropriate blocks Add accessories that change and promote play in themes Talk with children as they build and create... be the block play by play announcer Ask open-ended questions as the children are playing Observe there for skill development in math, science and development Join the block play when not

Family		
<ul style="list-style-type: none"> • Cooking utensils (bowls,pots, pans, spoons) • Dishes (small but real like plates, cups, pitchers, etc.) • Cloth or plastic dolls(match culture) • Pretend phones • Bags (purses, briefcases, backpack) • Dress up clothes • Toy kitchen (stove, oven,refrigerator) • Small table and 2-4chairs • Hooks or stand for hanging clothes • Religious items like crosses and praying hand 	<ol style="list-style-type: none"> a. Motor skills through stirring, folding, writing and acting; b. Social skills of <i>tauhi vā</i> like cooperating, sharing, taking turns, imitating, negotiating with a friend; c. Language skills of talking, listening, early writing and print awareness; d. Cognitive skills of imagining a scheme and problem solving with friends through <i>tauhi vā</i>; e. Moral skills of <i>mamahi 'i me'a</i> by showing compassion and patience in waiting to use the toys and equipment; f. Approaches to learning through initiating role play and joining in on play schemes. 	<ul style="list-style-type: none"> • Set up the family area to match what children would have in their own houses or worlds; • Add accessories that change and promote play; • Observe for social skill development; • Join the pretend play when invited; • Ask open-ended questions.
Bits & Pieces		
<ul style="list-style-type: none"> • Shells • Rocks • Leaves, Flowers, Seeds • Beans • Nesting things that fit inside each other • Large buttons • Zippers • Nuts and bolts • Keys • Socks • Pegs and boards with holes • Legos and snap toys 	<ol style="list-style-type: none"> a. Motor skills by fitting, snapping and taking apart; b. Social skills of <i>tauhi vā</i> like cooperating, sharing, taking turns, imitating family, negotiating; c. Language skills of talking, listening, new vocabulary; d. Cognitive skills of sorting, matching, organizing, problem-solving; e. Approaches to learning through inquiry, persistence, creativity, problem-solving, trying new ideas and being industrial. 	<ul style="list-style-type: none"> • Set up the bits and pieces area with materials that are fun to manipulate and safe for the age of the child (no choking hazards with little ones); • Add accessories that change and promote play with things from home, nature, adult worlds; • Observe for motor and cognitive development; • Ask open-ended questions about the play.

Art		
<ul style="list-style-type: none"> • Table and chairs • Easel • Paint, crayons, markers(all non-toxic) • Paper, cloth • Things from nature to paint or glue with • Play dough and tools • Smocks or large shirts to protect clothing • Child safe scissors • Storage bins, baskets or small shelf. 	<ol style="list-style-type: none"> a. Motor skills as children use tools, draw, paint and create; b. Social skills of taking turns; c. Language skills of representing through symbols; d. Cognitive skills of planning, science, color, shape and design; e. Moral skills of taking care of art materials and sharing with friends; f. Approaches to learning through taking risks, planning and creating. 	<ul style="list-style-type: none"> • Set up many materials to use in art area organized in containers; • Add things that change and promote play in themes; • Allow children to create their own way without copying an adult model. • Ask open-ended questions as the children are playing • Observe there for skill development in math, science and social development • Note: avoid using coloring sheets!
Discovery		
<ul style="list-style-type: none"> • Sensory Table or Tub • Tools: (shovels, cups, funnels, sifters, etc.) • Items that float and sink • Various items to explore • Sand, macaroni, paper, cloth, (things to explore) • Storage bins • Paints and things from nature 	<ol style="list-style-type: none"> a. Motor skills as children touch and play; b. Social skills of sharing in space, taking turns, playing quietly beside a friend; c. Language skills of talking, listening, describing new objects; d. Cognitive skills of problem solving, discovering new properties of things, comparing, figuring out their world; e. Moral skills of concern for animals, plants and things in nature. f. Approaches to learning through experimenting and observing changes in objects. 	<ul style="list-style-type: none"> • Set up an area that has many forms of matter to explore; • Add accessories to explore or manipulate; • Talk with children as they experiment and make discoveries; • Ask open-ended questions as the children are playing; • Observe there for skill development in science and approaches to learning; • Help children add new things for play.

Mathematics		
<ul style="list-style-type: none"> • Small things to count • Things from nature • Cause and effect toys (pop-ups, jack in the box reactive toys) • Grasping Toys (rattles, rings) • Stacking or nesting toys • Shape sorters • Small puzzles with knobs (without knobs for older preschoolers) • Interlocking toys (blocks like Lego, rings, etc.) • Hammering toys • Many objects to match, sort, organize, measure, count 	<ol style="list-style-type: none"> a. Motor skills as children sort small objects and write numerals; b. Social skills of problem-solving with a friend; c. Language skills of talking in mathematic terms such as: counting, describing attributes such as shapes and colors; d. Cognitive skills of problem solving, counting, comparing, figuring out their world; e. Approaches to learning through initiating, persevering and planning play. 	<ul style="list-style-type: none"> • Set up developmentally appropriate maths materials; • Add accessories that change and promote emergent maths skills; • Talk with children as they manipulate the materials and offer scaffolding; • Ask open-ended questions as the children are playing with materials; • Observe there for skill development in maths such as how they sort, measure, count and write numerals; • Challenge children to see if they can organize materials in varying ways.
Literacy		
<ul style="list-style-type: none"> • Pillows (use with supervision for youngest preschoolers) • Thick mat or twin mattress with quilt) • Book holders (baskets, hanging, book display shelf facing out) • Puppets, stuffed animals • Assorted books (board, vinyl, cloth) • Writing resources 	<ol style="list-style-type: none"> a. Motor skills as children learn how to draw and write letters; b. Social skills of talking and reading with a friend; c. Language skills of talking, exploring books and writing letters; d. Cognitive skills of matching letters and comprehending stories; e. Moral skills of a positive love for reading; showing care with books and joy in hearing stories along with the confidence in retelling or sharing stories; f. Approaches to learning through finding joy in books and trying invented spelling. 	<ul style="list-style-type: none"> • Set up 2 parts: one table with rotating supplies and one soft book area; • Add activities that promote different literacy skills; • Add soft pillows, basket of books and soft surface for reading books; • Sit at literacy table and promote learning from the play; • Cuddle up and read to a child or two in the soft cozy book area.

Creating an enabling environment that promotes learning through play areas will take much mamahi'i me'a! However, once you have the play areas set up, adding to each one to support the theme will be much easier. Each week as you plan your theme, add new materials. Keep in mind that some materials will stay out most of the time in the above play areas. By using the lists here, you can add to them each week.

Time for Play

Predictability is so important to young children. It allows their brains to know what comes next and promotes a feeling of security. When they know what is coming, they are better able to relax and free their brains to learn new things. They feel secure and trust that the day will unfold in a predictable way every day.

Parts of a Balanced Daily Schedule

For the schedule to be balanced, you should think about several things that will balance it out. See the picture on the right for the elements to consider when planning your schedule for balance.

Children can thrive with periods of active movement and other quiet times. They need to have choice times for play and some teacher-directed times for group activities. They need to sit at times for writing, drawing, doing maths and listening during groups. Those groups need to vary from a large gathering group in the beginning and end of their day to some small group gatherings for activities. The timing of all of this is so important. Choose developmentally appropriate amounts of time for each part of the schedule.

Active or Quiet
Child or Teacher Directed
Sitting or Movement
Large or Small Groupings

Besides being balanced, schedules have parts that should occur in the same order daily. Timing is important too. For young children, the length is especially important. Less is more when it comes to keeping children in a group where they must sit and listen. ... if it is short, you will have less behavior issues as you can keep the children's interest. When the school year begins, keep whole groups short to match low attention spans in the youngest learners.

Making your daily schedule balanced and keeping parts in the same order will build better brains in your children. It also has the capability to prevent behavioral issues. When children know what is next, it helps them to have patience to wait and perseverance to keep trying. The benefits of balanced daily schedules are so numerous. We know that in church and big school, children will have plenty of time in which they must be quiet and still. Therefore, it is important that in preschool, they should have more opportunities to engage in active learning instead of long periods of sitting.



Morning Mat Time

Begin the same way every day. Start with the same good morning song and a prayer (or combine both). Keep the session short (10 to 20 minutes) depending on age and attention of the group. Also know that children need to alternate sitting with standing and add in movement with fingers and body to keep interest high. Be prepared with songs, rhymes and a read aloud storybook ready to go. Always read the cues of children, if they are restless and

seem to not be engaged, change up the activity to movement or stop and move on to the next step.

Small Group Planning for Play

This is when you divide the children into 2 groups (if you have 2 teachers or a parent volunteer to be with one group). If not, do Planning for Play with the whole group.

This time is when you introduce new materials that will be placed in the Areas. It is great to show the children how to use the materials. Then let those that plan to go to that area, take the new materials over with them to use. As children make a plan, let them go ahead and move to the play area that they are choosing. This should only take about 5-10 minutes.

Choice Play in Areas

This is the time when children choose where they want to play and go there to play and make meaningful connections. During this large chunk of time, children go to the area they choose and begin playing while you and helpers go around and:

- Observe to support learning;
- Ask open-ended questions to bring out the learning;
- Help keep peer relationships productive;
- Assist children in changing to a new area;
- Provide at least an hour for engaged schematic play to emerge;
- Manage the flow of play and keep numbers in each area manageable;
- Be ready to help children to solve disagreements in a peaceful and productive way.

Small Group Activities

This part will be most familiar as you are already performing this role of teacher-directed learning well. Now the biggest change is that you will do the teaching in two groups so children can hold materials and have more time to talk and learn from the teacher. During small group activity time, divide into small groups. Each teacher provides an activity. It is a great time to emphasize early literacy, maths, social studies or science. It is crucial to have enough hands-on materials for each child to hold. Remember, they learn best by using all their senses or their bodies for exploring. Plan the activity according to level and abilities of the group, younger children need real exploration while older can do some writing or representing. Let children help each other, if needed. Keep the time limit to around 15-20 minutes as this is the maximum attention span for sitting and being in one spot for most preschoolers. If you are the only teacher, consider asking parent to volunteer to help with all small group times. If that will not work, plan for small groups to be pulled over during the choice play time. Then you can work with a group of children by providing an activity that is specially chosen to support their level.

Outside or Movement

Children need to move for both exercise and growth. Movement can be outside if the weather is good or inside if too hot or rainy. This can be done in small groups as well to avoid waiting for a turn. The other group can stay in and eat a snack or do small group activity. Use this time to have both free and planned play outside. Try dividing the children and only taking half the children outside at once. Can you see how this would be beneficial? If there are a limited number of swings or other equipment, children would not have to wait. The temptation to push a friend might be totally removed by having less children outside at one time. This will only work if you have a partner or helper. If you teach by yourself,

consider asking a parent to volunteer and help with one group here as well. Using parents for small group activities is a step to managing a classroom successfully.

Snack or Lunch

Nice to offer with half of children for many reasons. One is you can help them give thanks and pray in caring ways. Also, you have more time to help them with care tasks such as, washing hands before eating without a long line of children waiting. When children have to wait, they get bored and their little hands may make the mistake of hitting or pushing a friend. Provide clean drinking water, if at all possible. You let them learn independence at self-feeding and cleaning up. Also, remember to model manners as you have snack too! This time with fewer children can also be a great time for nutrition conversations. One way to make sure that all children have some snack, is to have children bring fruit or some food that can be shared. You can cut it up, share in a big bowl that is passed around. This will promote a spirit of family and sharing amongst all while assuring that all children get a nutritious snack. Sit with your small group to talk about food and nutrition. Since mal-nourishment and childhood obesity is a huge issue, talking about which foods are nutritious and not, is extremely important. Children really listen to you and are quite likely to share such information at home.

Closing Mat

The end the day should be completed just like you started the day. Bring the whole group of children back to the mat. Use this time to bring out the behaviors that showed good values. Give specific praise for children that were caring, followed the rules and were good friends. Also, point out children that carried out their plan for play or demonstrated a new skill. Be sure that all children are equally recognized for something positive within each week. Talk about the things that represented the current theme. You can share another rhyme or read aloud.

Children love and learn from repetition. End the day by singing the same goodbye song every time. Send them off with 'ofa or love! It is most important to follow the same schedule in the same order every day. They do know what should be happening next if they experience that pattern over time. Following a daily schedule in order helps the child be secure and free enough to take risks. This allows their brains to grow pathways. Knowing what comes next is such a great gift for children.

To assist children in learning about the order of the day, display the Daily Schedule at their eye level, with illustrated pictures or actual photographs of the scheduled activities. Notice the small icons that help children know what is next. You can also consider adding real photos of children during the parts of the daily schedule. That will help them even more than icons or photos of them during parts of the schedule. See below, a sample schedule that is balanced and includes all of the above parts included.

Our Daily Schedule		
	Morning Mat	10-15 minutes
	Planning for Choice Play	5-10 minutes
	Choice Playin Areas	1-1.5 hours
	Small Group Activities	15-20 minutes
	Outside / Movement	30 minutes
	Lunch or Snack	30 minutes
	Closing Mat	10-15 minutes

Developing YOUR Balanced Daily Schedule

Young children need a predictable routine, so it is important to develop a schedule that will help them develop a sense of security and trust. When they know what will happen next, their brains can grow and be free to explore openly. This is an extremely powerful feature of early learning that you can plan and use well in your preschool to help young children feel comfortable and supported. When you have predictable routines that occur every single day, children grow to anticipate that time. For example, singing the same good morning and goodbye songs on each day, makes the child's brain grow and builds a nice feeling of continuity and sense of community with each other. Below are some tips for developing, displaying and following a balanced daily schedule that has built in time for engaged play.

The schedule is more than just a list of activities and their times. It is an important part of the curriculum structure for establishing the order of experiences that children will take part in daily. It is also a great tool in assuring that children have time to play and learn. To develop a great schedule, you will need to take into consideration the ages and needs of your class while balancing out the amount of time you have with children.

A great daily schedule will reflect the values of your curriculum and reflect quality practices. Also, the schedule will offer experiences and activities that interest the children and that will also allow a balance of child-directed and teacher-directed activities. A balanced schedule will allow ample opportunity for active, hands-on play chosen by the children.

Remember to make the schedule work for your length of day, number of children and flow of opportunities in your classroom. A carefully selected flow of active and quiet periods will make sure that children remain interested, focused and excited to be in your class. Below

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are some tips for building a developmentally appropriate, balanced schedule for your classroom. The following chart shows the considerations to think of as you plan a schedule that will work for you and your children

Part of the Daily Schedule	Suggested Activities	Time Limits
Morning Mat Time		
Whole group meets for songs, story and theme points	<ul style="list-style-type: none"> • Health check as children arrive; • Good morning, Song; • Prayer; • Talk about the day and weather outside; • Sharing news or things about theme (short); • Read or tell one story related to theme; • Sing a song (can be about theme or other); 	10 - 15 Minutes
Planning for Choice Play		
2 small groups to tell children about play opportunities. They choose area to play	<ul style="list-style-type: none"> • Introduce new materials that are in play areas; • Talk about how to take care of the toys. • Your groups can have a name they keep all year. • Children choose a play area and go over to start playing as they choose. • This time is not a teaching time but rather a time to help children know what is in their play areas. 	10 - 15 Minutes
Choice Play in Areas		
Children go and play in set up areas as teacher and helper go around to scaffold play into learning	<ul style="list-style-type: none"> • Let children go and start playing in the area they choose; • Teachers and all adults go around to sit on floor or at table and interact to promote learning while playing naturally (ask about things like: shapes, colors, amounts and what child is making). • Allow children to move to a new area once they show you that they have cleaned up. 	1 - 1.5 hours

Small Group Activity		
Divide children into at least 2 groups for teacher and helper to lead activities	<ul style="list-style-type: none"> • Provide hands-on activities with materials to touch and explore; • Choose early literacy things that can be done through play to push for letter knowledge, learn new words and talk about things; • Choose early maths activities that can help with counting, matching, comparing, categorizing, measuring and telling time. • Use small group to discuss things related to the theme. 	15 - 20 Minutes
Snack or Lunch		
Children can sit at tables in the areas in small groups to enjoy food and conversations	<ul style="list-style-type: none"> • Have children wash hands before and after eating; • Sit with your small group to talk about food and nutrition; • Talk about and model manners. 	30 Minutes
Outdoor or Movement		
Outside play if weather permits or inside movement...can be done while one snack group is inside	<ul style="list-style-type: none"> • Take children out in smaller groups; • Think of simple games to play with children; • Encourage children to use muscles in different ways; • Supervise the children at all times. 	30 Minutes
Closing Mat before departure		
End of the day gathering in a large group to talk about the day, sing and say goodbye	<ul style="list-style-type: none"> • Talk about the day and how things went; • Notice out loud the good deeds and caring that happened; • Bring some children's work to the mat to share; • Share any news with parents; • Say a prayer; • Sing the goodbye song. 	10 - 15 Minutes

Providing space and time for play is your first step in building a play-based program. The classroom environment has a powerful effect on individual children, the group and you as the teacher. The size of arrangement of the room, the colorful and child-oriented displays, the print rich signs and labels, and the layout of the play areas all contribute to the learning process.

Maybe you will not have total control over the size of your room; however, you do have control over how you enrich the play areas and displays. When your classroom reflects local culture, you are helping children feel safe and secure just like they feel at home.

Following a predictable and balanced schedule is another element of the environment that can help children feel secure and free to learn from exploration. When their brains know



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what happens next, they can relax and learn in the moment. Providing at least an hour of choice play can also contribute to the learning through play process. For children to move into engaged play, they need time to play with friends and in schemes of their choosing.

A daily schedule establishes the consistency that helps young children to predict the sequence of events and that makes them feel secure and in control of their day. They will catch on quickly and enjoy reminding you about what comes next. Also, a schedule helps children begin to understand time concepts. They learn simple words dealing with time such as: what comes first, second, next and last. It really helps their brain to grow by building pathways around what to expect and in what order.

Chapter 3: Tauhi Vā and Relationships



Tauhi Vā and Relationships

“Reciprocity is one of the core values for Tongans and is foundational to building a culture of collaboration and solidarity” (Tonga Education Policy Framework 2022-2032). It is important that the foundation for *tauhi vā* is laid right at early childhood age.

Tauhi vā is the building and maintaining of spaces between persons in a reciprocal manner so that this vā is māfana (warm) and melino (peaceful). Tongans view human relationships as both socially and spatially constituted. The relationship between teacher and child, child and peer and teacher and parents/families should be māfana. *Tauhi vā* addresses the psychosocial and emotional aspects of learning which play a significant part in positive development.

What does *tauhi vā* look like in an early childhood education classroom? To move forward with *faka’ulungaanga’i* (enculturing) of our young children on *tauhi vā* teachers need to realize the power struggle happening inside the classroom. Often times teachers tend to exercise teaching strategies that emphasizes the power he/she has as a teacher rather than fostering equal value in relationships that nurtures *vā māfana* between the teacher and children. ECE teachers need to be able to share the power in running the classroom. This empowers children and gives them a sense of belonging in the classroom. For a positive learning environment, the teacher-child relationship is important. Teacher’s body language and tone of voice are to be warm, offering *’ofa* (love) and a sense of care.

Tauhi vā is the heart of care and it builds positive relationships. When *tauhi vā* and *feveitokai’aki* (consideration of others) are nurtured right from early childhood, Tonga will have citizens dedicated to a peaceful society. In nurturing *tauhi vā*, children learn to be a good friend, they learn to share, they learn to loving and compassionate towards others hence building their interpersonal skills.

Relationship with parents and families are also important Relationship with parents and families are also important. Children come with their own unique backgrounds. It is important therefore for teachers to connect well with families and the wider community. Teachers need to be confident in the work that they do in order to advocate to parents the special nature of early childhood learning. Teachers and families go hand-in-hand in the learning and development of children.

Relationships are the Heart of Care

Every child needs love from caring adults to thrive. From infancy, children seek love from the people in their life. Having a strong web of relationships that offer love provides early attachment. Through such attachments, children are secure and free enough to take risks while exploring their world. These early experiences in life are the ones that give children models for how to relate to others. Teachers of young children that genuinely care about each little individual are essential for quality programming.



Good relationships early in life help children to connect with others, build positive friendships and support self-regulation of their emotions. For relationships to be meaningful, interactions need to be warm, caring and responsive. Tauhi vā will be needed from you, children and families to form such meaningful relationships. When attention is given to building connections and maintaining them over time, children are more likely to feel a sense of security, well-being and belonging. To build positive relationships with others, children need to develop a sense of social morality and the ability to interact with others with care, empathy and respect.

The interactions between you and your children are the number one predictor of high-quality programs. In this module, you will learn new strategies for building reciprocal, positive relationships with children. In session one, emphasis will be on how to build positive relationships through warm and loving interactions, engaging play, action-focused learning and facilitating creative thinking. Building on the last module, this one will help you to see each child's developmental level as a place to start planning and providing intentional conversations, group activities and greetings. Knowing and acting on the knowledge that every child is unique is the start to tauhi vā.

Why Build Positive Relationships

A growing understanding of how responsive relationships and language-rich experiences for young children help build a strong foundation for later success in school has driven increased investment and sparked innovation in early learning around the world. The rapidly advancing frontiers of 21st-century biological sciences now provide compelling evidence that the foundations of lifelong health are also built early, with increasing evidence of the importance of the prenatal period and first few years after birth.

A child who is living in an environment with supportive relationships and consistent routines is more likely to develop well-functioning biological systems, including brain circuits, that promote positive development and lifelong health.

Thus, more than ever, evidence tells us that a positive adult-child relationship built on trust, understanding and caring will foster a child's cooperation and motivation and increase their positive outcomes at school. Knowing this, we should pause to think about how we currently build relationships with children. If we desire children to show obedience as an outcome, it can be achieved quicker if we take the time to build positive relationships of trust with

children first. In the spirit of tauhi vā, a relationship has two pathways, which are give and receive. For children to thrive, they need adults that can provide nurturing environments. This calls for knowing how to manage one's own emotions, following daily routines consistently and promoting social and emotional development and skill building. As the teacher, you can do this through modeling, coaching and helping children practice those skills.

Building positive relationships with young children is an essential task and a foundational component of good teaching. Relationship-building describes the process of establishing emotional connections with others, starting from birth, which are based on trust and intimacy. Through relationships, children discover who they are and learn to understand others. All children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, and responsive interactions. A positive adult-child relationship built on trust, understanding, and caring will foster children's cooperation and motivation and increase their positive outcomes at school. Having a positive preschool experience and a warm and open relationship with their teacher is an important protective factor for young children. When young children experience people helping, understanding, and enjoying them, they approach the world with openness and enthusiasm, and they grow to be responsive and caring people.

Children today live in incredibly stressful times. Just having a warm and caring relationship with you, can be a buffer for the stress in their lives. That can really help the child to feel secure and make better choices. When children make better behavioral choices, your job becomes much easier.

When you take the time to invest in children individually with your attention and kindness, you will be surprised at the returns. You will see that you gather more influence on their behaviors because they want to please you by making good choices. When you invest your time and attention, here are some results:

- Children cue in on the presence of caring adults.
- They really watch and listen to what you do and say.
- They seek ways to get positive attention from these adults in their life.

Know your children and what they like, their backgrounds and their needs. Observe, engage with them and talk with their families to find out more. Reciprocity or tauhi vā is essential to find out more. Let children know about you as well. Look for the best in every child and then relationships will get deeper. Even children that make mistakes with their behavior have goodness. All children are born innately good and want positive attention.

Deposits of Goodness

Children need many good words throughout the day. Think of the positive things as a "deposit" into their emotional banks. The more you give, the larger their balance of goodness will grow. When the emotional bank is full, then occasional "withdrawals" will still leave more positive things in the account. Self-monitoring one's own deposits and withdrawal behaviors and setting behavioral goals accordingly works well. Some teachers have easily done this by using a strategically posted visual reminder so they can remember to make numerous relationships and many less withdrawals. Things like shaming or shouting at children are definitely withdrawals.

While praise and noticing the good out loud are great deposits. When you nurture the good, you will see more of the good. You will see fewer behavioral issues. Children are free

to fully explore and learn from play. Most of all, the children will feel more positive. You and your children can be happy!

Start by Being Warm and Caring

The emotional climate of a classroom begins with you. Choose to use warm and accepting tones as a way to make the environment nurturing and secure for establishing trust. The central role in establishing this is your responsibility. By establishing a supportive climate, you can help your children discover themselves and begin to establish positive, reciprocal relationships. Always remain calm and patient. If you are having difficulty staying calm, take some deep breaths and remind yourself that they are children and are still learning to manage their actions and behaviors.

The most crucial part of an emotionally supportive classroom is the teacher. Your approach, attitude, and skills set the tone. Without any special tools, you can make your classroom a place where children can grow and thrive—socially, emotionally, and academically.

Socially and emotionally supportive teachers put relationships first. They see children as individuals and take the time to get to know each child by spending their valuable time as an observer of play, and a regular play partner. Support children as they build social skills by allying with them to solve problems when it's too hard to do it alone. When you scaffold play, you are helping children to build on their ideas, practice communication and social skills they already have, and try new ideas.

Modeling healthy emotional expression is one way you can support children's developing emotional skills. Children learn so much when they hear you label and express your feelings—authentically and often. When you say, "I'm so disappointed it's raining today! I was really hoping to go on a nature walk," children hear that strong emotions are normal, natural, and manageable. You can build emotional skills by naming feelings for children, too: "That is a loud squeal! You sound thrilled!"

This approach calls for you to spend most of the day attending to children and what they are doing, rather than doing classroom chores or interacting with the adults only. Interact with children in calm and respectful tones.

Yelling, fussing and blaming are dangerous for the young child's sense of self. While warm and positive tones when talking with children can build trust and respect. When children trust, respect and genuinely like their teacher, they are much more likely to make good decisions regarding behavior. At all times, please remember that as ECE teachers, we must protect and preserve the dignity of the children in our care and keep in mind that the children themselves may not be aware of what it is to look after their own dignity. It is also



useful to have regular conversations with the children about behaving in a dignified way and use the example of the Tongan royalty and nobility as a cultural reference point.

The role of modeling is critical around young children. They want to imitate the adults in their lives and will do so regardless. Thus, what you do and say around children is vitally important to building a community of children that care. Modeling caring behavior looks like, responding to the needs of children who are upset or angry down on their level of the child with a warm and calming touch on their shoulder or holding their hand and talking them into being calm. They see your model in your facial expressions, body language and your spoken words and tone. When you individualize types of comforting, each child learns that they are valued.

Another aspect of setting a warm tone involves labeling the feelings of children. Focus on particular situations and point out that others feel the same emotions, such as sadness or anger. This will help them to gain new perspectives and to see how their actions effect other people.

When children express concern for others, label and acknowledge those acts of empathy out loud. Avoid forcing children to say they are sorry because they are usually not or not ready to say so. Instead, recognize their feeling and then ask the child to think of a way they can return to playing and perhaps help their friends make it better. This works well when a child has knocked over a block structure out of anger. Lead them to think about what would help their friend that is upset to feel better. This is much better than forcing a "sorry", as it teaches creative problem-solving that goes with the problem at hand. Saying sorry only helps adults feel better.

Being organized and prepared for the day can also set the tone for warm interactions. Getting materials ready the day before will help you to begin your morning in a calm manner. Then you will have time to spend on warm greetings for each child as they arrive. You and the children will be excited to start a new day.

Warmth and affection contribute to secure relationships between children and adults. Thus, try to provide models of positive, gentle behavior as you are showing children how to interact positively with peers. By doing so, you can help integrate withdrawn children and children with disabilities into the peer group. Moreover, children reciprocate your affection with smiles, hugs, and kind words of their own that can make you feel appreciated and enjoyed too.

Show Love and Warmth to Each Unique Child

Much can be said for spending quality time with each child. That can be as simple as greeting each child by name and talking about their morning. It can also be done during choice play times. Spending time reading to one or two children in the Literacy Cozy Area is a great way to find out about the likes and lives of individual children. Taking extra time to sit with a few children at the Maths or Literacy tables is a way to see each unique child's emerging skills. Playing with them and scaffolding their play into learning individually will give many opportunities to get to know each and every child. That is the true beginning to developmentally appropriate practices that build competencies of individual children.

As you interact with children throughout the day, decide on the best level of involvement to support the individual child. By watching what children are doing and noticing their emotional needs, you will be able to tell which children need a little extra love. By giving a little extra time to play with a child, you are showing that child that you value and care about them. Sometimes just playing nearby is all the child needs to know you care. Other times, a child may need to feel warmth and affection. Maybe reading to that child in the cozy book area will make them feel that extra love. Teaching little ones is a balancing act. By starting with love and warmth, you are helping each child know that they matter.

Every child is unique. They are born with certain characteristics such as temperament. Some children are "easy." They are predictable, calm, and approach most new experiences in a positive way. Other children are more difficult, not able to manage their emotional experiences and expression with ease. Of course, no child is one way all the time, but each has his own usual type.

The ease with which a child adjusts to his environment is strongly influenced by his temperament - adaptability and emotional style. For the most part, temperament is an innate quality of the child, one with which they are born. It is somewhat modified (particularly in the early years of life) by experiences and interactions with other people, the environment and by their health.

By the time a child has reached the school years, their temperament is well defined and quite apparent to those who know the child. It is not something that is likely to change much in the future. By being aware of some of the characteristics of temperament, you can better understand children, appreciate their uniqueness, and deal with problems of poor "fit" that may lead to misunderstandings and conflicts.

There are at least nine major characteristics that make up temperament.

- **Activity level:** the level of physical activity, motion, restlessness or fidgety behavior that a child demonstrates in daily activities (and which also may affect sleep).
- **Rhythmicity or regularity:** the presence or absence of a regular pattern for basic physical functions such as appetite, sleep and bowel habits.
- **Approach and withdrawal:** the way a child initially responds to a new stimulus (rapid and bold or slow and hesitant), whether it be people, situations, places, foods, changes in routines or other transitions.
- **Adaptability:** the degree of ease or difficulty with which a child adjusts to change or a new situation, and how well the youngster can modify his reaction.
- **Intensity:** the energy level with which a child responds to a situation, whether positive or negative.
- **Mood:** the mood, positive or negative, or degree of pleasantness or unfriendliness in a child's words and behaviors.
- **Attention span:** the ability to concentrate or stay with a task, with or without distraction.
- **Distractibility:** the ease with which a child can be distracted from a task by environmental (usually visual or auditory) stimuli.
- **Sensory threshold:** the amount of stimulation required for a child to respond. Some children respond to the slightest stimulation, and others require intense amounts.

Every child has a different pattern of the nine temperament characteristics. Many, but not all, children tend to fall into one of three broad and somewhat loosely defined categories: easy, slow to warm up or shy, or difficult or challenging. These labels are a useful shorthand, but none offers a complete picture of a child. Many teachers find it more useful to think about the child in terms of the nine temperament traits.

- The easy child responds to the world around them in an easy manner. Their mood is positive and is mildly to moderately intense. They adapt easily to new centres and people. When encountering a frustrating situation, they usually do so with relatively little anxiety. The parents probably describe the child as a "joy to be around." About 40 percent of children fall into this category.
- Another temperamental profile may reveal a somewhat slow-to-warm-up or shy child who tends to have moods of mild intensity, usually, but not always negative. They adapt slowly to unfamiliar surroundings and people, are hesitant and shy when making new friends, and tend to withdraw when encountering new people and circumstances. Upon confronting a new situation, they are more likely to have problems with anxiety, physical symptoms or separation. Over time, however, they will become more accepting of new people and situations once they become more familiar with them.
- The difficult or challenging child tends to react to the world negatively and intensely. As an infant they may have been categorized as a fussy baby. As a young child they may have been prone to temper tantrums or were hard to please. They may still occasionally be explosive, stubborn, and intense, and may adapt poorly to new situations. Some children with difficult temperaments may have trouble adjusting at school. These children often need more support in the classroom to be successful with transitions and social situations and to be provided more opportunities for connection with the teacher.

Here are some recommendations for how you can continue to get to know your children as unique individuals. These tips will help you know how to celebrate each child's life and provide encouragement to enable them to grow and develop into happy, successful adults.

1. Discover. Take time each day to observe the child up close and from afar. Look for changes. Look for new skills. Experience the child as a person by interacting with them.
2. Listen and Ask Questions. Discovery includes truly listening to a child. It means inquiring about how they think and feel about events in their life. The more you can listen with openness and acceptance, the more you will discover and at the same time affirm your child as a unique individual. Questions should be asked for the purpose of learning more. Find out what lead them to those feelings and thoughts, and how long they've held those thoughts or feelings. This is the time to show interest and understanding, provide support, and guidance.
3. Observe and Comment. This is the fun part of being a teacher - watching the child play. Watch, enjoy, and celebrate with a smile, applause, and a pat on the back. Provide praise and encouragement.
4. Engage in Child-Directed Play. Playing is good for people of all ages. It reduces stress, promotes health, and is just plain fun. When playing with younger kids let them direct the play. Join in and have fun. Get in touch with your inner child and enjoy along with them.

5. Show Patience and Understanding. No matter the situation, patience and understanding are always good to maintain. While dealing with children can be frustrating, being patient and showing that understanding of how they feel helps a lot. Try to model and coach patience along with encouragement in the affirming of their abilities. Talk them through the process step by step and cheer them along the way.

6. Encourage. Words of encouragement and providing a smile or a pat on the back. Exploring the child's temperament in relation to the teacher's temperament may provide valuable information about how the child is responding to the environment around them. For example, if a child tends to take his or her time when changing from one activity to the next and the teacher quickly changes activities without giving the child notice, the child may demonstrate resistance to the new activity. However, if given sufficient notice the child may transition to new activities happily.

Taking on a temperament perspective facilitates joint understanding of how to best approach the emotional, social, and learning needs of the child. Temperament conversations also can give direction for selecting intervention approaches or offer parents different perspectives on their child's ability. Understanding each child's temperament is an important part of designing and incorporating learning experiences into daily routines. Looking at each child's temperament, can help you become aware of individual differences, understand how temperament may be related to behaviors, and develop strategies to increase the goodness of fit between the child and their environment. It is important for you to understand that there are no "good" or "bad" temperament traits, only unique ways in which children express themselves or respond to the world.



Making Each Child Feel Welcome

True child engagement can be promoted through the environment. When the environment is inviting, it will foster growth and development to occur through play. If the environment is encouraging, then children will want to go there every day. When all children feel fully a part of a learning community, then they feel included and can be free to learn.

Truly encouraging environments are built on the guidance platform that holds these five beliefs that the environment is:

1. relationship rich;
2. accepts that young children learn through their whole bodies;
3. moves beyond rules to full guidance;
4. fosters creativity;
5. is culturally competent.

This approach calls for you to spend most of the day attending to individual children and what they are doing, rather than doing classroom chores or interacting with the adults only.

Interact with children in calm and respectful tones. Yelling, fussing and blaming are dangerous for the young child's sense of self. Warm and positive tones when talking with children can build trust and respect. When children trust, respect and genuinely like you, they are much more likely to make good decisions regarding behavior.

Promoting Tauhi vā with Lototō

How can you build tauhi vā with lototō into your group of children? They need to form reciprocal relationships with each other too. Think of some things that children can do to make the classroom their own. What are times of day when children can make suggestions for activities, make choices and appreciate each other? Loyalty to God, the Kingdom, adults and other friends is so important. How can you help build this in children?

As you go through all the parts of the daily schedule, think of ways that you can promote tauhi vā in each part. Think too about using scaffolding with children through these strategies to try:

- Follow the lead of the child in play;
- Notice out loud the good things seen during play;
- Ask open-ended questions to spark curiosity;
- Encourage children to try new things and experiment.

Build a Community of Learners

The beginning of the year is a time for creating a sense of community, and the room is the gathering place. Here, all children can feel secure, nurtured and supported by the environment, each other, and the teacher. This new group of individuals bring with them divergent interests, abilities, and families. By demonstrating loving acceptance of all children's backgrounds, experiences, and viewpoints, the teacher can create an environment that says, "All are welcome here." At the same time modeling just how you want children to be with one another. The goal is to celebrate individuals while creating a sense of community. Once children can show tauhi vā by getting along with others, then they are on their way to showing lototō or true humility to their friends.

We know from recent studies that children who feel a sense of identity within a group are the most well-adjusted and successful in school. As children progress developmentally, their group interaction skills become more finely tuned as well. Children's "world view" expands to add a greater understanding of the relationship between self and other. Studies also tell us that some of the most important skills children need for school readiness and success are the "people skills" of social interaction, communication, collaboration, and problem solving. They are the fertile ground that supports the academics of learning ABCs and 123s! That is what you are doing in the first month of school – creating an emotionally secure "home base" where children can feel secure enough to learn. By focusing on establishing a safe, secure, and nurturing environment, you are teaching children how to learn and are setting the stage for the entire year.

Take time each day to explain to the children the consequences of their actions, be it positive or negative, especially during planning for play or closing mat time, and empower them to choose the right actions at the start of the day so that it becomes a guide to the



children throughout the day. For example, 'Please remember to play with the blocks in a safe way. If we choose an unsafe way, we may end up hurting someone. When that happens, you will need to leave the block area until you can play safely again' or 'We all know that the books need to stay together and we must look after them really well so that everyone will be able to read them for a very long time.

If they get damaged, we will not be able to read that story which we all love. So, let's try very hard to look after the books well.'

Below are some elements that allow children to feel known and supported.

1. Building Community Through Identity

The children need to see themselves reflected in the classroom. Children may want to make family books in the first few weeks of school as a way of getting to know each other. When photographs aren't available have the children to draw themselves and their families.

2. Building Community Through Predictability

Predictability is another important part of building an environment of trust and safety. Establishing predictable routines helps children know what to expect and helps them feel confident and capable in the group. Keep a regular schedule of activities throughout the day.

3. Building Community Through Familiarity

Moving into a new class of children can be very challenging. Children need to find things that are familiar to them in the classroom. It can be something simple, such as puzzles and games they might have played with in a previous classroom. These might be materials that seem too "easy" for them, but in order to build a community, children need to build a sense of comfort - the time to be challenged comes later.

4. Building Community Through Warmth and Beauty

Studies have shown that warm colors and soft spaces are welcoming to children and create a secure and nurturing "nest" from which they can grow. A soft place to share a book with a friend, a small table for two, or a beautiful bouquet of flowers to examine together all can create "warm spots" for children to share with a new friend. But perhaps the warmest element of your classroom is you and your warm smile.



5. Building Community Through Trust

At this stage of development, in order to feel part of their classroom community, children need to feel the same sense of trust in school as they do at home. The teacher's calm acceptance of children's feelings during the transition from home to school goes a long way towards letting children know that it is safe to express their feelings and building their sense

of trust in the teacher. Reassure children by making eye contact, listening to what they need to say, and acknowledging their thoughts and feelings. Don't expect children to make friends right away. Children may need to engage in parallel play before they are ready to share and communicate with another child.

6. Building Community Through Family Involvement

Each child who walks through your door "comes" with a family. The family is a key ingredient to children feeling at home in your classroom. Invite family members to visit and share their culture, work, and interests. You will be expanding your classroom community to include the greater community of the town where your school resides.

Classroom communities provide an important place for children to form friendships.

Children learn a sense of self by learning to collaborate and engage in a way that helps them grow to know that they are a valued member and that they are needed for the community to run smoothly.

God is Love

In Tonga, there is a great deal of loyalty to God. It is important that children begin their spiritual journey to know that God is love. They will start with praise songs, short prayers and can even learn some simple Bible or scripture verses. When you offer a caring and loving classroom, children will feel loved. As you help the children grow spiritually, they will begin to feel the presence of a Creator that is in heaven and in their hearts. By showing children



that you believe in them and want all to love each other, you are helping them along that journey. The love and compassion they see each day will show them the way.

Sharing is Caring: Helping Children to Become Friends

Learning to be a friend takes tauhi vā and lototō on the part of children. When they first come to us, they are very self-centered and unable to think of others. As they become part of your classroom by spending time playing with others, they will learn how to become a good friend through those play experiences. Once they can

begin to see that other children have feelings, wants and desires, they can begin to develop a bit of empathy.

A huge part of preschool is all about learning to be a good friend. Keep in mind that many children coming to preschool have never played with other children their own age. Thus, it is quite important that they learn how to share, get along well with others, negotiate and build empathy.

Teachers need to nurture this part of Emotional- Social Development. Some simple ways to do that include:

- Talking about being a friend at Mat times;
- Have children work together in pairs and small groups;
- Model pro-social behavior and caring with your assistant, parents and children;
- Bring the concept of sharing to life.;
- Talk about waiting for your turn and being a good friend;
- Notice out loud and celebrate when a child is sharing and showing that they are caring for a friend.

Helping Children Get Along Together

Helping children to all get along is a huge responsibility. It starts with you and your tone. If you keep a low and smooth tone most of the time, children will too. Staying respectful and calm will also help children to do the same. Then they can become good friends to each other. When you see children sharing, notice it out loud so they know what sharing looks and feels like as it happens. Also, when they are kind to others, notice that out loud as well. Say something like, "That was so kind of you to share the paint with your friend. I bet it feels good to share and show you care!"

The ability to make friends doesn't come naturally to everyone, more so for some children who may struggle to make a connection with their peers in school. Each child's social skills are learnt and tend to get better with time and practice. Help them learn to be a good friend by:

- Providing more opportunities for children to interact- Children tend to break into cliques but by having more activities or opportunities for children to play and work together, they can slowly forge new friendships and be exposed to working alongside different classmates.
- Teaching children's interpersonal skills- This can be done by teaching children how to express their opinions in constructive ways, as well as how to respect difference and teaching them all about empathy.
- Creating a safe space- So much is focused on academics; however, allocating time for children to discuss friendship issues can do wonders in helping them make new friends and learn the perspective of other children.

Ultimately, the essential element to creating a sense of community in the classroom is you! It is not the number of toys and materials or the size of the space that really counts. It is a loving, compassionate attitude towards the children in the classroom family that creates a joyful community of friends.



Simple Rules Will Help

Preschool age children are still developing their sense of right and wrong in almost every action they take. They are testing limits, exploring their environment, and discovering how to get along with others. Preschool age children are cognitively, socially, emotionally, and

physically developing their sense of right and wrong in just about everything they do. It is when developmental understanding is present that young children are now ready to live by a set of formal classroom rules.

While preschoolers learn the boundaries of their behavior towards others and towards their environment, the teacher can best participate by consistently and patiently communicating teacher expectations (the rules) and then consistently guide children towards making positive choices.

An important factor to decide is what type of rules to share with your children and how to communicate them. Establishing these rules will help build the foundation for a strong classroom community and will support pro-social behaviors as children begin to have a more active role in the classroom and are held accountable for their actions. Keep the rules simple, use positive phrasing, and incorporate visuals as much as possible!

- Focus on only 3 to 5 rules that the preschoolers would be able to understand and successfully apply.
- Emphasize the action wanted rather than the action you don't want.
- Preschool age children need clear expectations defined for them so that they will understand limits and boundaries. The best approach is to not depend on a set of rules, but rather make expectations a part of the teaching process while consistently providing gentle guidance and redirection.

Create a List of Rules that are important for your children to follow. As the teacher, you set the tone and lay the foundation for the way rules should be addressed. This is your call - make it count. From your initial list, select the most important rules that you would like the children to focus on and keep them as a reference when you involve the children. Keep It Simple- Rules should be short and easy to comprehend. Keep them to a minimum by sticking to no more than 4-5 "golden" rules. Use Positive Phrasing - By utilizing positive phrasing in classroom rules, children will be less likely to view the rules in a negative light. Instead of using phrases such as "Don't Run" or "No Yelling," take the approach of "Walking Feet" and "Quiet Voices." Using this positive wording allows children to associate more easily what they should be doing versus what they should not be doing.

Incorporate Visuals- Pictures are worth a thousand words. Visuals will provide children the cues needed to associate rules with certain actions. Be sure to have a corresponding visual for each rule, as that will help improve recall among children.

Here are some basic rules to consider that are so simple for children to learn:

- Quiet Voices
- Looking Eyes
- Walking Feet
- Listening Ears
- Helping Hands
- Safe Play

Such rules are great for offering guidance because they state the simple, desired behaviors.

Once you have a grasp on the type of approach and visuals to use, involve the children. Children are more likely to adhere to the rules if they contributed to their creation. They will have an enhanced sense of ownership and responsibility - helping nurture and build the

classroom community as they all actively participate together in the rules' creation. Participation is key! The more the children participate, the more likely they will be to stick to the rules. This activity should also help children break the ice in their new environment, and you'll likely catch a glimpse into each child's personality.

Explain Each Rule once the class has decided on a set list of rules as a group, reinforce them by walking through each rule individually. Explain why there is a need for that specific rule and provide examples. This enables children to understand exactly what they should or shouldn't do so that they can begin to associate specific behaviors with each rule. Sometimes creating movements that accompany the rules will help children remember them better.

Display Your Classroom Rules- Upon finalizing your rules and corresponding visuals, display your masterpiece in the classroom! By having a constant visual presence, children and teachers can easily reference the rules in the future and be reinforced on a daily basis.

Use Positive Reinforcement- Positivity should always be a key element in the classroom environment. Whenever possible, over-use positive reinforcement because we are not in the habit of using it enough even though it is proven to. It is proven to be a great preventor of negative behavior. When enforcing the rules, do so in a positive manner. When rules are broken, gently remind children of the classroom rules poster. The goal is never to make a child feel bad about themselves, but instead to redirect their choices and undesirable behavior. Taking the extra one-on-one time with your child will go far in building their confidence and self-esteem and work towards preventing repeat offenses.

Family First

A child's very first sense of identity comes from their own family. Everything that they have experienced before preschool began with family. Making families a part of your program validates the child's self-concept. When a child sees that their parents are part of the program and welcomed, this helps the child feel important. When this consultant was a young teacher of four-year-olds, this concept was so obvious to me when I could see pride on the child's face. One particular story comes to mind. One of the girls in my class had a father that was in the flooring business. My classroom desperately needed some new carpet.



The little girl, named Jennifer, assisted her dad while he was installing the carpet over the weekend. When Monday came along, Jennifer told her friends, "You can sit on my daddy's rug." "These are my rugs, but I will share." She was so proud that her father had put the carpet down and made her classroom so pretty. This is one example of how a child's self-esteem can grow when they see their family involved. When you allow parents to volunteer, it is the child that wins. Sometimes having parents there may make you feel uncomfortable. You may think they are judging your way of teaching and waiting to see what you will do. However, they

are actually learning from what you do. The joy that it brings the child is worth the chance you take when you let family members help.

Children also enjoy having themes about family. They enjoy talking about their family and comparing it to the families of friends. Thus, having a theme about, "My Family" is a great way to also show children that you honor their family. Near the beginning of the new term is a great time to focus on families. Usually, children are missing their family and exploring families will help ease that anxiety they may be feeling. Most importantly, always help the child to deal with their feelings at the beginning. Don't be upset if they cry or act sad. Instead, embrace those feelings and talk about them with individual children and the group. Preschool is a process of leaving your family for a few hours and still feeling loved and valued by the teacher and friends.

Honoring Family Members

Positive parent-child relationships set the stage for children's success in school and in life. Therefore, parents are our most important partners for supporting the development and well-being of young children. Family engagement is a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships. It is a shared responsibility of families and staff at all levels that requires mutual respect for the roles and strengths each has to offer. Family engagement focuses on culturally and linguistically responsive relationship-building with key family members in a child's life. These people include pregnant women and expectant families, mothers, fathers, grandparents, and other adult caregivers. It requires making a commitment to creating and sustaining an ongoing partnership that supports family well-being. It also honors and supports the parent-child relationships that are central to a child's healthy development, school readiness, and well-being.

Children tend to thrive when the adults that care for them also demonstrate caring for each other. For example, when families and neighbors gather in celebrations with each other, the children sense the joy of belonging to a caring community. When parents are warm and playful with each other, children feel secure and want to join in on the fun. On the opposite end of this, when children see that the adults in their life do not communicate and even say bad things about each other, it is more difficult for the child to feel secure.

Therefore, involving families in the preschool is vitally important to each child's feeling of community and belonging. Teachers should make every effort to involve families in the program. All too many times, families are only talked to once or twice a year at a formal conference. That is not enough for the family to feel welcome and relaxed. Also, since families have much to offer, it is important to involve them in ways they can and want to

contribute. One thing that is so important in the Tongan culture of family is to show respect to elderly family members. The eldest women in the family are honored the most. They are respected as the historians of culture and family ways. Children need to learn how to show respect and to honor their elders. Having these grandparents of the family come in and share a story about Tongan ways of life, will help children value their heritage.

Engage in Family Partnerships

Family engagement is an interactive process through which program staff and families, family members, and their children build positive and goal-oriented relationships. It is a shared responsibility of families and professionals that requires mutual respect for the roles and strengths each has to offer. Family engagement means doing with– not doing to or for– families. At the program level, family engagement involves parents’ engagement with their children and with staff as they work together toward the goals that families choose for themselves and their children. It also involves families and staff working toward goals to improve the program.

Positive, goal-oriented relationships develop over time. Equity, inclusiveness, cultural and linguistic responsiveness are at the heart of these relationships. Make sure that your work with families reflects these values:

- All interactions are based on mutual respect and trust.
- Affirm and celebrate families’ cultures and languages.
- Keep communication equal and within a two-way dialogue.
- Make sure all interactions are meaningful to those who participate in them.
- Free interactions from your own personal biases and replace with an open heart and mind.
- Honor each family’s passion for their child.

Early childhood education as a field has long recognized the importance of school and home working together. Froebel emphasized the need for home visits and mother meetings. In the Casa dei Bambini, Montessori held that regular mother-directress meetings were essential to children’s progress. She even urged directresses to invite mothers into the preschool to observe. Thus, parent engagement has been a part of the field for quite some time. Unfortunately, so many programs don’t value parents as child’s first teacher. Instead, they tend to pass judgement and stay separated from families.

If centers can forge positive relationships with families so that they feel comfortable coming into the preschool, it can be a win for everyone. Parents that are welcome and involved can even become volunteers to help with things like leading small groups, being extra eyes for supervision on the playground and making or sharing materials from home for playful learning.

The benefit to families is that they can see and learn new ideas to teach their children with play. They can learn how to read a storybook, offer encouragement and even how to share these skills in their villages. Reach upwards by going past that once-a-year parent conference into true engagement with and for families.

The most rewarding benefit is to children. Children feel proud and special when their parent or extended family members come to school and help out. They also feel more respectful of

all the adults in their life when they see them working together. This can impact the rest of their lives.

Getting to know families can begin at enrollment. As they come to register their child for preschool, take a few minutes to do a quick interview to find out more about their child. Leave some time to talk to them informally. You can gain valuable insights by asking some of these open-ended questions:

- What would you like for us to know about your child?
- What are your child's favorite activities?
- Does your child have a favorite toy?
- What would you say are your child's greatest strengths?
- Are there any concerns that we should know about?
- What are your hopes and dreams for your child?
- What do you most want your child to learn in our program?

You could also learn a bit more about the family's culture and traditions if you take the time to ask questions like these:

- Are there any special traditions, celebrations, or songs that especially important to your child and family?
- Does your family speak a different language or in a different dialect?

Life for young children is shaped by relationships. Relationships of the adults in a child's world profoundly influence their lives. Wherever they spend their time, they need to be cared for by adults who are able to invest emotionally in their well-being. If they can be nurtured by a tightly woven web of love, they will grow and feel valued. Children are at the heart of meaningful family engagement. They are the inspiration for positive, goal-oriented, parent-teacher relationships.

Make the extra effort to make families feel like they are part of your preschool class. You will be pleasantly surprised at how helpful and supportive they can be to make your special events, field trips and all celebrations richer for the children.

Find a way to uncover and then use each parent's special talents and interests. Acknowledge their expert insights into their own child's strengths and needs.

Take the time to show families how children are learning through play. Dialogue the learning while parents watch their child playing and learning. The partnerships you form with parents will be beneficial for the child, family and you!



Chapter 4: Faka'apa'apa and Teaching Strategies



Faka'apa'apa and Teaching Strategies

Faka'apa'apa is one of the most popularly agreed upon concept in thinking about Tongan 'ulungaanga (behaviour). The display of *faka'apa'apa* varies depending on the *vā* (relationship) between persons interacting at a moment in time.

The most fitting value for Teaching strategies that promotes play, love and learning is *faka'apa'apa*. *Faka'apa'apa* is applied in this part of the curriculum to remind ECE educators that *faka'apa'apa* should be reciprocal. In our understanding of Tongan tradition, when in the midst of elders and seniorities a younger person exhibits a reserved attitude, speaking only when spoken to, inputting opinion only when asked. Many teachers over exercise this authority to keep children quiet and controlled. Creating an enabling environment encourages teachers to share their powers and to treat children as very capable of making wise decisions about how to act and behave towards others.

In many classroom scenarios, conflicts and challenging behaviours have shown to be the most challenging aspect of teaching for many teachers. This chapter offers guidance that is positive and respectful of children. It gives teachers respectful methods that are positive and effective in dealing with challenging behaviours not to mention empower children to solve their own conflicts in a peaceful way. The strategies for promoting positive guidance require the teacher to respect children and to also allow them the opportunity to be part of problem solving. *Faka'apa'apa* of children means doing away with instilling fear in them so that they behave. *Faka'apa'apa* also means giving children a voice to be part of the teaching and learning process in a non-threatening environment. *Faka'apa'apa* means shifting the mindset from discipline to positive guidance.

Faka'apa'apa is earned not forced from children or others. This chapter is a friendly reminder to teachers that the heart of the teaching and learning process is the child. ECE classroom is not a space for teachers to prove how powerful they can be. To get respect, you have to give respect. Your role as a teacher is very important in this sense because you are a significant part in the *faka'ulungaanga'ī lelei* (embedding of desirable behaviours) of our children. Keeping in mind that you are a role model to the young children. In saying that children are very honest and observant, they can distinguish between genuine and ingenuity.

Positive Guidance is Key

Positive Guidance is the act of helping a child make the right choices in a way that fosters intrinsic motivation. It is ongoing help from the caregiver or parent that shows the child how to make good choices. Positive guidance is a framework in which children can learn acceptable social practices and ways to express their feelings. Children need guidance in order to be safe, stay physically and emotionally healthy, develop social, intellectual and language skills, and develop self-concept and self-control. The goal of positive guidance is to develop children's self-control, encourage children to assume responsibility, and assist them in making good decisions.

As a professional in the field of early care and education you must value childhood and understand that this is a time of learning. Children will make mistakes and it becomes the job of the teacher, parent or caregiver to assist the child in learning how to respond or express themselves in a socially acceptable way. All behavior, positive and negative has meaning. With understanding of why a child may be behaving in a particular way, you, parent or caregiver then becomes better able to provide a child with what s/he may need and later teach the child a skill to get his/her needs met in a more acceptable way.

Guidance takes hand over hand help, showing a child ways to make good decisions. Recognizing a child's feelings and giving them coping strategies for making a new plan are essential. Using positive guidance will help a child feel capable as they learn self-control and ways to respect others. They will learn socially

acceptable rules for behavior in the pre-primary years. Wouldn't it be great if every child and citizen learned to accept responsibility for his or her own actions? The early years are the most important time for children to receive positive guidance because their sense of self is emerging. The care you offer in the early years, will form brain pathways that last a lifetime.

Currently, many teachers resort to punishing children because they are frustrated or want to keep strict control. Perhaps that is what they lived through as little children in school. Instead of offering positive guidance, they use punishment to threaten children into compliance. Punishment can be problematic and abusive, both physically and verbally. For example, harmful types of punishment often include:

- Physically hurting the child (such as hitting with hand or a stick, pulling a child by the arm);
- Showing the child how negative behavior feels (for example, hair pulling or biting the child);
- Shaming or humiliating the child (such as scolding in front of the group);
- Withdrawing affection from the child or treating a child differently than the rest of the children.

The expectations for punishment are rarely clear; they can be unrealistic, and they can often be harmful, hurtful, and arbitrary. In addition, punishment can get in the way of relationship building. The child often resents or avoids the adult who punishes her. This may lead to more punishment because the avoidance on behalf of the child angers the adult.

Punishment does not help the child to learn self-control. It only causes the child to avoid punishable behaviors temporarily or in the presence of the punisher to avoid being hurt. When punished, children are often quiet to avoid problems. They are not quiet to hear a story or learn something new. Unfortunately, severe punishment may limit children's ability to trust and form positive relationships. In summary, punishment is the opposite of positive guidance. When we use punishment, such as hitting, pinching or publicly scolding a child, we are only teaching them to be afraid of adults. It can be abusive and do harm to the child. For example, hitting a child only teaches the child to use force for solving problems. Humiliating the child through punishment can have long term negative effects on a child that destroy the child's sense of self.

Understanding the difference between discipline and punishment makes all the difference in terms of attitude and results. Punishment is negative. It is intended to hurt. Piaget described punishment as arbitrary, with no relation between the content of guilty and the nature of the punishment. i.e., spanking, writing lines, standing in the corner.

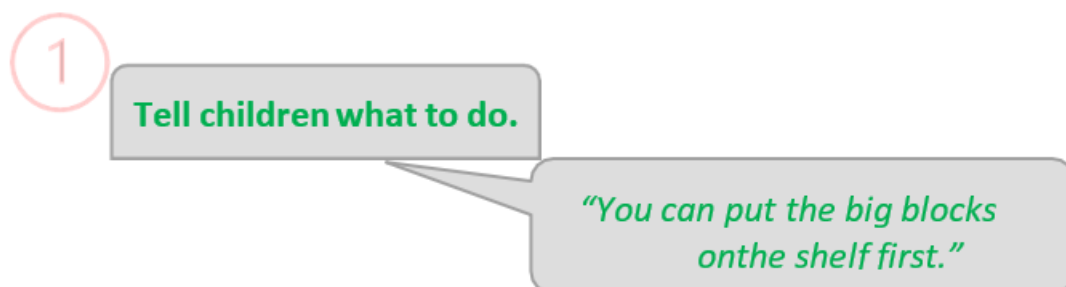
Punishment conveys revenge or vindictiveness. In contrast, the purpose of guidance is to teach children to behave appropriately. Discipline is part of child guidance, punishment is not.

Positive guidance can change your entire group of children. When followed well with consistency, fairness and care, it can produce children that choose the right behavior because they know inside that it is the right thing to do. That is what we want for all children. A peaceful classroom is within reach when you practice positive guidance. Give it a try and enjoy the results.

Keep in mind that Positive Guidance is the act of helping a child make the right choices in a way that fosters intrinsic motivation. It is ongoing help from the teacher or parent that shows the child how to make good choices. Guidance takes hand over hand help, showing a child way to make good decisions. Recognizing a child's feelings and giving them coping strategies for making a new plan.

Top 10 Strategies for Promoting Positive Guidance

Below find the top 10 most effective ways to offer positive guidance that really works and brings about results.



When you see children doing something that you don't want them to do, the natural instinct is to tell them "Don't do that," "stop/quit doing that" or state a rule that starts with, "No..." This way of talking to children just does not work. Neuroscience has discovered how the brain works in young children. The action or physical movement part of the brain is developing rapidly during the preschool years. Thus, they will hear the action word and

ignore the negative words such as: no, don't and quit. This is such valuable information for you. Once you know this about brain development, it is critical to make short statements with what you DO want children to do versus what you DO NOT want them to do.

Even with adults, science supports how the mind works in the following ways:

- The mind operates in pictures. If a says apple, do you imagine spelling a-p-p-l-e, or do you see a round juicy apple that's green or red? You picture the object, don't you? The picture the mind creates is based on that person's experience, so young children might not create an accurate picture unless you are specific or use words they already understand.
- A child's mind doesn't hear the negative words "don't, no, stop, and quit." It just hears the description of the image and tries to make that happen. If someone says, "Don't think of a purple elephant." What image would pop into your head? Exactly what the statement tells you not to think about. With experience, adults learn to flip these negative commands, but young children don't have this experience and have a hard time flipping them around.

When children hear a positive direction, they are more likely to comply. For example, when you are trying to prevent running in the classroom try saying, "Walk inside the classroom, please." When you want children to clean up, try saying something like: "Stack the crates by the wall." Final example, when child is hitting a peer, say "Use your hands for gentle touches." Using the positive will have a huge impact on the way children listen to directions.

2

Notice out loud when they do the right thing!

*"You came in quietly today
and walked!"*

Acknowledging positive behaviors involves noticing the desired behavior out loud. This approach requires that adults give positive responses to desired child behavior and do their best to avoid responding when that behavior is not occurring, unless safety issues arise. Positive responses involve communicating verbally and nonverbally with the child but also can include presenting favorite objects (toys or books), pictures, sounds, or other items. By noticing out loud the exact behavior that is desired, you are giving attention for that behavior while helping children understand exactly what they have done that is good.

This strategy is based on four key findings from research involving young children and their supportive adults:

1. Most child behavior is strengthened or weakened by what happens after the behavior occurs. For example, a toddler who receives laughter and applause for making a funny face is likely to keep making funny faces.
2. Often adult attention is captured by child misbehavior. Teachers and parents can be, in a sense, super
3. focused on a child's misbehavior, seemingly unable to attend to appropriate behavior by other children.

4. Attention from primary caregivers is so important to young children that they will continue a behavior that produces negative reactions. The result can be an increase in the very behavior that adults wish to discourage. For example, think about a child who continues to run toward the classroom door over and over again as the Teacher shouts, "Don't make me come over there; you know not to leave the classroom!" That kind of attention will reinforce and increase that behavior.
5. Although a specific child behavior may be temporarily weakened by a negative response from the adult, there is no assurance that a more desirable behavior is being identified and encouraged in the process. For example, telling a child that she cannot go outside to play because she dumped her toys all over the floor does not teach the child how to put toys away. The "more desirable behavior" needs to be taught. Help the child do the clean-up task while others go outside. Just spending hands on time and attention is sure to teach the child how to do the right task.

The technique of acknowledging positive behaviors has been used to help increase and maintain a number of child behaviors including positive interactions with peers, following adult instructions, appropriate communication, and independent self-care skills (e.g., dressing, toileting). Using this strategy causes aggressive and destructive behaviors to decrease. Using this strategy results in purposeful positive responses to appropriate child behavior, ease in monitoring child behavior more closely, and more consistent responses to behavior.



Learning how to make good decisions and choices takes lots of time and practice while the benefits last a lifetime. Offer children choices whenever feasible. When you do Planning for Play with children, they are enjoying the option to choose where they want to play and with what materials they want to play. This is enormously powerful for children. When children choose it themselves, they become the driver of their own learning through play. If you choose for them, they are much less likely to learn from the experience.

Other opportunities throughout the schedule should allow children to choose as well. In the Art Area, be sure a limited supply of materials are out for children to choose from to add to their creativity experiences. In other play areas, have a variety of materials for children to choose from in their play. Even at small group time that is planned and led by you, children can be given some choice in how they use or arrange the materials. Making choices build the emotional skills of children while boosting their cognitive abilities to learn and retain information. Remember that true play is freely chosen and comes with many benefits to children.

4

Help children understand their feelings by labeling them out loud.

*"You look mad now.
Why are you feeling so
mad?"*

When you notice an emotion or feeling being displayed by a child's actions, say out loud what you think the child is feeling. This is a great way for children to hear that feeling and identify with the feeling at hand. As a child understands their own feelings, they become better able to control their reactions to the feelings over time. Also, this validates their feelings as normal and a part of being human. Many times, parents tell children to be quiet when they cry. This is especially true for boys. Suppressing their emotions is stressful and degrading to the child. However, labeling them as you see them emerge has the opposite effect on the child's sense of self. So always voice out loud what you think the child may be feeling. Tell them it is okay to have those feelings and then redirect them to handle the feelings in socially acceptable ways.

5

Give warmth and affection.

*"I think you might need a hug
today."*

Be friendly and affectionate with each child. Warmth and affection can be shown through your expression, laughter, voice, and words (e.g., "little one", "I am glad you are here"). It can also be expressed through touch. Leaning against a child, giving a quick gentle touch on the head, arm or shoulder, and hugging are appropriate ways to show affection through touch. Snuggling with several children while reading together is a natural and enjoyable way to do this. Show each child you care by responding individually and being sensitive to their needs. Remember to:

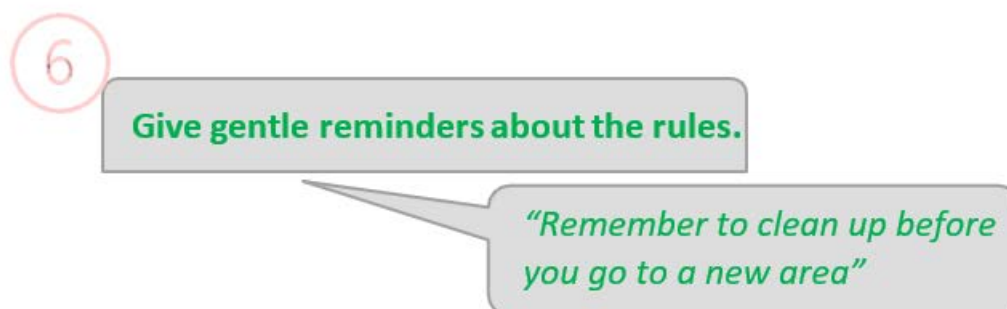
- Provide regular positive attention to each child every day
- Get on the child's level for face-to-face interactions
- Use a pleasant, calm voice, and simple language while making eye contact
- Provide warm, responsive physical contact
- Listen carefully to children and encourage them to use words to express their feelings
- Make plans to spend time alone with your young child or teen doing something s/he enjoys.

Warmth and affection are aspects of positive teacher-child relationships that are critical for children's well-being in early education settings. Expressions of warmth and affection occur

as you and other caregivers protect, guide, communicate, teach, and play with children. They help set the tone for all of these interactions, can reassure and comfort children, and may help them to relax.

Teachers who are warm and affectionate show children that they like them, enjoy being with them, are having fun with them, and are pleased with their efforts and accomplishments. Expressions of warmth and affection are most effective in the context of an ongoing positive relationship between a child and a caregiver; they also contribute to making that relationship positive and authentic. Sometimes people think about affection primarily in terms of holding, hugging, or stroking. While touch is a very important means of communicating positive feelings to children, warmth and affection also can be conveyed through facial expressions, laughter, and voice tone; words of endearment (e.g., “little one,” “I missed you”), encouragement, and playful teasing; and a wide range of physical contact such as a brief tickle, leaning against, a quick pat on the head, or a special handshake.

Smiling is a particularly effective way of conveying positive emotion from earliest years and may help children appreciate other forms of your affection. When interacting with older preschool children, you may typically smile and use affectionate words more than touch. The fact that there are so many different ways of expressing affection means that you can adjust your style to the needs, preferences, family and cultural background, temperament, and abilities of each child. Then you can show warmth in ways that are comfortable for them.



Children must be able to apply the simple classroom rules in the context of the classroom routines. It is this application that helps the child be more successful in his or her environment. Teachers can use several key strategies to encourage and remind children to follow the rules. Connect children’s behavior to the rules:

- Although a child might be able to recite one of the classroom rules (e.g., follow directions), you might need to provide support to help the child understand how to use the rule in practice.
- Help a child understand the relationship between his or her behavior and the rule by clearly linking the two. For example, one might say, “Lamani, you’re following directions at mat. Thank you for sitting on your bottom with your hands in your lap!” By doing this, you are linking the rule “follow directions” with Lamani’s appropriate sitting behavior.
- Provide precorrections: A precorrection involves reminding a child of appropriate behavior before the child can make an error. Precorrections can be given to groups of children or individual children. An example might be to remind a child to walk when going outside to play. Say, “Use your walking feet as we go out the door!”

- Reference the rules: When children are having trouble following a rule, simply reminding them of the rule can be a powerful strategy for helping them understand how to use the rule in the classroom. For example, if Naita and Fa'ila are playing next to each other, and Naita forcefully grabs a toy out of Fa'ila's hand, you can comment, "Naita, remember, we use gentle touches with our friends. What can you do next time you want a toy from a friend?"

Children should be acknowledged for following the rules during classroom routines and activities, as well as within other school locations (e.g., playground, porch). It is important that you and all adults in a program always be looking for opportunities to talk about the rules. Every staff member can comment when children are engaging in expected behaviors throughout the day.

7

Help children to be successful.

*"You could not play nicely with the blocks,
so
where can you go next to share?"*

Give them time and resources to figure it out. Positive and specific feedback is essential in helping children become successful. As children do follow the rules, be sure to give positive feedback. Such feedback is almost urgent for children that need attention the most. It helps them understand what is expected. Feedback should be:

- Based on appropriate behavior or on the child's effort towards the appropriate behavior;
- Descriptive of the child's desired behavior;
- Sincere and conveyed with enthusiasm;
- Provided frequently, especially for children who have trouble following the rules;
- Individualized based on the child's needs (e.g., visual supports, verbal statements, close proximity) and preferences (e.g., whether the child is comfortable being praised in front of others or prefers private recognition)

Remember that the most powerful positive feedback is behavior-specific praise or noticing out loud (listed above). It is a positive and descriptive statement directed toward a child or group of children that describes a desirable behavior in specific detail that is observed. For example, "Wow, Tonata, you washed your hands all by yourself and used soap!" Or try saying, "I bet it feels good to put all the blocks on the shelf where they match their label!"

8

Be present with each child!

*Undivided attention
is the best gift!*

Children crave attention from the adults in their lives. Thus, it is so important to just spend time with children one- on-one. Some great times to think about doing that include:

- In the morning time, offer personal greetings to each child. Make the greeting match what the child likes. Some children like a fist bump while others want a full out hug.
- During Planning for Play time, rotate who is last to plan so you can go and be with that child while they begin to play in their chosen area.
- During choice play time, float around to areas and avoid the urge to police the activities. Instead consider sitting beside or near a child or a few and just spend time watching them play and noticing out loud as they make connections and refine their emerging skills.
- At clean-up time, choose a helper to go around and help with the auditory or visual reminder. Being a helper is super special and builds self-esteem.
- During small group time, allow the older children that are doing well with the activity at hand to carry on while special attention is given to some one-on-one that need a little extra guidance.
- Outside time is a great time to hang out with a child while you push them on a swing or toss a ball.
- Snack time lends itself to rich conversations about nutrition and good choices of foods.
- When a child shows good manners, notice out loud and give extra attention for this positive behavior.
- After Closing Mat, saying goodbye to children in individualized ways is a great way to give your presence. Also, speaking with families as they come to pick up is also considered being present.

Find those special moments to just “be” with children. Investment of time and attention will give huge returns!

9

Redirect after they make mistakes with behavior.

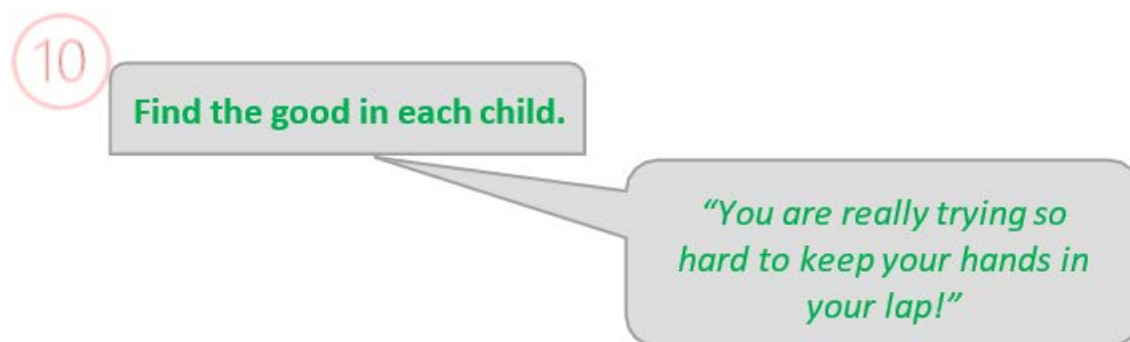
“How can you do better next time?”

Sometimes children make mistakes with their behaviors. Most of the time, these mistakes are not intentional. They are just learning what is acceptable and not. At times you need to remember how young they really are and let the guidance talks occur. When a child makes a behavioral mistake, there is a small window of time right after that is the sweet spot for redirecting. First go over and stop any harmful actions. Then ask if they meant to make that choice. Normally they will shake their heads to signify that they did not mean to make that mistake. It is the best time to talk to them about what happened. Ask them how it went. Did they get what they wanted? Then ask them what they could have done differently.

You can also guide them on some ways to make a different choice. For example, if a child wants to play with a certain toy that another child has, they may go over and grab the toy. Then the other child may get upset and cry or fight for the toy back. Instead, right after it happens, you could coach the child into using words or asking and waiting for a toy. It all

depends on the emotional reaction at the moment. However, if you are consistent in doing the guidance talk and then redirecting, children will eventually learn better ways to communicate and get sweeter outcomes. More on this will happen in the unit on resolving conflict.

Redirecting allows the child to think through, make a new choice and still keep his or her dignity. Guidance goes a long way when working with mistaken behavior.



Children are innately good. We need to find the good in each child. Children are born wanting to please adults in their lives. Some children have not been given the attention they need or live in toxic stress. On the outside, these children may seem difficult to love. They may push back on adults and make many behavioral mistakes.

However, if you dig deep, you can find something admirable to love in each child. Once you work from that place of love, the goodness will emerge. By practicing all ten of the top positive guidance strategies above, you can change their classroom into a community of caring children.

Extra Guidance Strategies

1. Give Choices

Sharing your power with children builds your power to influence them much better than force or being bossy. Give many choices when it is play time so that they build their self-esteem and problem-solving abilities over time. Let children decide for themselves. Help children set rules and limits in the beginning of the school term. Believe in the abilities of children. Trust in their innate goodness. Share in decision making and your life will be much easier with time to observe children and help them grow!

2. Implement Development Appropriate Practices

What does developmentally appropriate practices (DAP) mean? When everything you do with children is targeted for their stage of development and is interesting, then you are being thoughtful and following the guidelines for being developmentally appropriate. Some examples to put into practice include:

- Group Time Limits...do not sit too long for age
- Action for Wiggles...keep them moving with songs and movement
- Play...that is freely chosen and guided
- Clear and Simple Rules or Limits...Children can help come up with 3-5 simple, positive rules. (We will practice making these later in this session)

Be prepared for group activities...having the child wait can cause huge problems...keep their hands and minds busy. Meaningful experiences help children to stay focused and interested in the learning. Do you remember that the two criteria for developmentally appropriate? Right for the age or stage and interest level of the children!

3. Socialize the Children into Reciprocity

Getting children to be social starts with saying and showing what you expect from the child. Avoid using the words "stop, no and not" as much as possible. The brain may not hear those words. Remember the cerebellum is focused on movement and the growing child's brain cannot reason. The more positive we can state a behavior, the better chance we will see positive results. Try some of these phrases when you see some not so positive behaviors:

- "Gentle touches with your friend."
- "Walk in the classroom."
- "Hands are for making, hitting hurts your friend."
- "You bite food."

4. Give Praise that is Specific, Sincere and Prompt

Be specific...go beyond saying, "Good job!" Describe what you see and desire like:

- "You walked in the class this morning!"
- "You just shared your book with your friend."
- "Look, you are playing quietly in the math area."

Be sincere (and let the praise reflect back to them, not to what you like)

- "I bet you are proud of that clean-up job."
- "Don't you feel good when you share blocks with your friend?"

Be prompt

- Noticing sooner is much better, before they forget...this relates success with a warm and happy feeling.

Prevent Behavioral Problems before they Start

There are many ways to prevent behavioral mistakes. By managing elements of the classroom environment, you can change your tone, have inviting materials for play, use small groupings, create simple positive class rules, and be sure to plan for transitions. Let's take a look into these elements that can turn your classroom into one that enables positivity all around.

Create an Enabling Environment

There is a saying that the classroom is also a teacher. This means that how the environment is set up will have a great impact on the learning that happens. A positive learning environment supports development of the whole child in each domain. It is also influential on how the child organizes their brains to support the challenges they meet. The first thing a teacher must do, even before children arrive, is to set up a classroom environment.

Designing and creating the environment should be done with the unique child's development and the group's development in mind. The environment should invite children to learn from play. The setting must support children's learning and also be a safe and warm

place where they want to come and play. Below are some suggestions for the environment as stated in The Intentional Teacher:

- Provide a safe and healthy indoor and outdoor environment that has enough space for children enrolled to move about and play freely while having enough space and comfort for teachers to move around and sit down low near children for scaffolding play. Also, make efforts to make sure children feel safe emotionally in the classroom. A classroom environment which helps children feel welcome, safe, and secure is critical to supporting ongoing emotional and social development. Children must first feel that their basic needs for safety, love, and belonging are met before they can take charge of their learning.
- Supply plentiful and diverse materials that promote engaged and prolonged play. Provide open-ended materials that can be used in many ways. Keeping the materials both fresh and in good repair is critical too for enticing play. Materials should be developmentally appropriate, and new items can be added to support play around a current theme.
- Children need to feel secure and safe in the environment for complex play schemes to emerge. For example, if there is too much space that is wide open, children will feel small and lost in that space. However, if play areas are enclosed on three sides, then children may feel more secure and stay in an area longer; thus, stretching out the time for play to emerge into engaged schema.
- Pay attention to the social environment. The term social environment refers to the way that a classroom environment influences or supports the interactions that occur among young children, teachers, and family members. A well-designed social environment helps foster positive peer relationships, creates positive interactions between adults and children, and provides opportunities for adults to support children to achieve their social goals.

Create an environment where every child wants to come and play. True child engagement can be promoted through the environment. When the environment is inviting, it will foster growth and development through play. If the environment is encouraging, then children will want to go there every day. When all children feel fully a part of a learning community, then they feel included and can be free to learn.

Truly encouraging environments are built on the guidance platform that holds these five beliefs that the environment is:

- Relationship rich;
- Accepts that young children learn through their whole bodies;
- Moves beyond rules to full guidance;
- Fosters creativity;
- Culturally competent.

Also, the environment should foster creativity. Put away the older and traditional practice of putting a model of what children should produce at the art table. Challenge yourself to stay away from art that all looks the same. That is more like a craft or used for following directions. Replace those coloring sheets with blank paper. Let children use their own initiative to create their designs. Art is all about the process, not the product. When children are given freedom to express on paper, they can become entrepreneurs and architects of their future.

Set up your environment with areas for play, rugs or mats for gathering and group times. Keep things neat and low where children can play and put things back. Label with outlines, pictures or real objects to help children put things away easily. These things are in the beginning section of the guide. However, repeating it again here is important for the prevention aspect of organizing materials for ease of use by children. Preparing the environment can make for a peaceful class where guidance can work well.

Use Small Groupings

Dividing children into small groups gives more time to give individual attention to each unique child and to keep little hands and minds busy. Small groups allow more time for interaction with individual children and are ideal for teaching new skills and providing feedback. Additionally, small groups offer more opportunities for children to practice their language skills and for you to facilitate children's communication development.

Use small groups for teaching concepts and to enable children to use their learning voices to explore materials in their little hands. Learning concepts such as the day, weather, and topics with themes are much easier to manage in small, "family" groups.

Limit how often children are asked to participate in whole-class activities. Instead, create mindfully matched small groups (8-12 children) for instruction. Then you can spend time individualizing and scaffolding the learning in the zone of proximal development (ZPD). This will be particularly helpful as children are close to going to primary school. In small groups by ability and age, you can target readiness goals and indicators designed to make sure the child is ready for primary school. Doing so in intentionally designed small groups will allow for targeted instruction.

Using small groups for activities is super important. By being in small groups, children can have enough materials to hold and explore. They also can have conversations and ask questions. By breaking out into small groups, every child can fully participate with all of their senses as they explore concepts and make meaningful connections to the learning and each other.

Keep Simple and Positive Rules

We already talked about simple rules. Here are some more ideas around rules. Children need limits and rules, so they know how to act around others and show respect or faka'apa'apa. By having limits for behavior, children will learn their boundaries. Keep the rules positive and limit the number so children can learn them, recite them and remind their friends. Some examples of positive rules include: walk in the classroom; clean up before you leave the play areas; share the toys with your friends; use your words when you want something; wash your hands before eating and after using the toilet. Or even more simple, you can set rules that state the desired behavior like these:

- Listen when others are talking.
- Walk in the classroom.
- Use hands for playing.
- Share with friends.
- Help each other with Ofa.
- Wash hands at the right times.

Finally, you could consider making the rules to reflect the Heilala values such as:

1. Be humble and kind with lototō.
2. Show faka'apa'apa or Respect by caring for classroom, teacher and friends.
3. Care and show love to all with tauhi vā or Reciprocity
4. Help others and stay true to Tongan ways with mamahi'i me'a with your friends.

In all cases, be sure the children help make the rules, so the classroom and all actions become dear to them. If they help you make the rules and see you write them, then the rules belong to them. This will lead children to practice all of the four Heilala values and be the police to their friends. Thus, allowing them to create, fosters a full sense of belonging.

Stick to Routines

Predictable and stable routines help build better brains. If children know what comes next, they are free and open to learn new things. Build better brains around routines by:

- Following a predictable schedule that happens in the same order most days;
- Giving large amounts of time for center play and exploration;
- Promoting engaged play through facilitation;
- Celebrating local, religious and family life things with children; and
- Singing the same songs every mat time meeting for greetings and closings.

Schedules and routines influence children's emotional, cognitive, and social development. For example, predictable and consistent schedules in preschool classrooms help children feel secure and comfortable. Also, schedules and routines help children understand the expectations of the environment and reduce the frequency of behavior problems, such as tantrums and acts of aggression. Activity schedules that give children choices, balanced and planned activities (small vs. large groups, quiet times vs. active times, teacher directed vs. child directed, indoor vs. outdoor), and individualized activities result in a high rate of child engagement. Thus, if you plan a balanced daily schedule and follow it consistently, you are helping children's brains grow and fostering a sense of security. This will help with preventing behavioral issues because children will know what comes next. They will build the ability to wait for gratification when they know a fun routine activity is next. For example, they can sit and pay attention to a small group activity when they know that outside fun is next. Keeping routines the same is a huge tool for behavioral management.

Participation is a Privilege

Let children know that participation in mat time is a privilege. They must follow the rules to be in our mat. When the "child" disrupts, gently get up and ask the child to come with you. When to the side say, "When you are on the mat and we have story time, you need your listening ears. If you talk and interrupt the story, you are not ready to be in mat time. Sit over here until you are ready to listen." You can set up group time expectations such as:

- "To be part of our mat time, you need to____,____,____."

When a child is disrupting, gently say, "Since you are bothering your friends who want to hear the story, you need to go to the_____(a quiet place) until you are ready to listen quietly?" When the child calms down, go back over and ask if they are ready to come back to the group and follow the group rules. All children want to make the right choice and belong. Sometimes they just need a bit more support to do that. Always stop the large group and handle the issue when a child or two are disrupting. Handle it with faka'apa'apa and kindness, then you will get respect back.

Plan for Transitions

Think on your feet as children change their activities like going from class to outside. Have some tricks ready to help them transition peacefully and orderly. Give them a warning with a sound or prop. Make up the words to go with the theme or interest of children. Call by categories like, "who is wearing blue today? whose name starts with ? who is wearing sandals?" This keeps children listening and thinking as they line up or move to the next thing.

The brain needs to busy during transitions needed. Think on your feet as children need to change their activities. Transition refers to a change in activity. Strategies that support smooth transitions between activities include verbal cues such as reminders before transitions (e.g., "5 minutes before snack time," "it's almost time to clean up") and positive feedback after transitions (e.g., "Manase and Pushpa did a great job cleaning up the block area and moving to the carpet."). Nonverbal cues (e.g., showing pictures of the next activity, ringing a bell) are another frequently used strategy to help young children make smooth transitions.

Let children move individually from one area to another area when they are ready to avoid making children wait for the entire group to get ready. For example, as children finish hanging up their backpacks, one caregiver encourages them to go to the mat and choose a book. Also consider activity sequences by planning a gradual increase or decrease in the level of activity (e.g., gross motor activities such as movement or outdoor play followed by snack) and a good balance of active and quiet play (e.g., center or small group time followed by story time). In addition, you can teach your peers to help children who have a hard time during transitions or reflect on successful transitions. For example, children can be asked to reflect on how quietly or quickly they moved from one activity to another (e.g., "Salisi, what did you do when you heard me ring the bell?"). When implementing different approaches to facilitate transitions, it is important that adults praise children after transitions are completed to help children learn expectations.

1. During the Transition:

Sing songs, play word or guessing games, recite rhymes, or do finger plays with children. Try to plan a gradual increase or decrease in the level of activity and a good balance of active and quiet play. Allow children adequate time to finish activities. Plan something for those children who finish an activity quickly, so they are not waiting without something to do.

2. After the Transition:

Provide positive attention or feedback to children following smooth transitions. Give extremely specific positive feedback after transitions. Promote independence during transitions by allowing children to move individually from one area to another area when they complete an activity (e.g., as children finish snack, they are encouraged to go to the carpet and choose a book; as children finish putting away their backpacks, they are encouraged to get a puzzle).

3. Peer Help:

Transitions are a great time to teach children to help others (e.g., have children move as partners from one activity to another or ask one child to help another child gather his/her

backpack). Help children self-monitor during transitions (e.g., children can be asked to think about how quietly or quickly they moved from one activity to another).

4. Transition Tricks to Try:

Have some tricks ready to help them transition peacefully and orderly. Like this picture of children dancing in line. Give children a warning with a sound or prop. When it's time to move to the next activity, provide your children with an auditory or a sound cue such as a song or a unique, attention-grabbing sound.

Some examples of auditory cues are:

- Song
- Bell
- Wind Chimes
- Xylophone
- Rain Stick

Use songs and change the words. Make up the words to go with the theme or interest of children.

Call by categories like:

- Who likes bananas?
- Who is wearing blue today?
- Whose name starts with ?
- Who is wearing sandals?

Planning for transitions, keeps children listening and thinking as they line up or move to the next thing. Engage their brains and hands as they change up what they are doing. When you implement all ten positive guidance strategies and add in the extras above, you will see a big change in the behaviors you are seeing in your class. The number one thing that will make the most difference to try first, is to notice out loud when children do good things. Take the time to state in a complete description what you see them doing. Remember that children love attention, and they are sure to repeat those desired behaviors if you are noticing them out loud.

Help Children to Handle Conflicted Challenging Behaviors

Even if you practice positive guidance every single day and give it your best effort, some children will make behavioral mistakes.

Challenging behaviors and conflicts are sure to happen. No matter how much loving, positive guidance you give, children will have unmet needs and as a result, they will act out or make behavioral mistakes. Let's see how to handle those times.

First of all, staying calm is essential. Handle disruptions or misbehaviors as calmly as possible. Tell yourself that you can handle it. Next, calm the child or children in conflict.

6 Steps in Helping Children Resolve Conflicts

Sometimes children will have conflicts with each other. They learn how to solve social problems when adults model a consistent and systematic approach to conflict resolution. Adult mediation and repetition are important in this process. With time and patience, preschoolers can begin to solve problems on their own. Approaches to conflict resolution may vary. The six-step plan below is a High Scope approach that has proven to work very well.

Step 1: Go to children calmly and stop any hurtful actions.

Step2: Acknowledge children's feelings.

State their feelings as you see them, "You look really upset."

Tell the children you will hold the toy while you all talk.

Step 3: Gather information.

"What is the problem?"

Step 4: Say the problem back in your own words.

"So, the problem is..." You restate what they report as the problem.

Step 5: Ask the children for ideas for solutions and then they choose one together.

Conflict Resolution in Action

Naomi and Aki are playing in the pretend area. Naomi is feeding her doll a bottle. Aki grabs it away and says, "I need that!" When Naomi takes it back, Aki punches her in the arm and says, "I hate you, you stupid baby!" Their teacher, Soana, comes over and kneels down between the two girls.

Soana (to Aki): You're angry because you want to feed the bottle to your doll. But you cannot punch Naomi or call her stupid.

Soana (to Naomi): Let me hold the bottle while we talk about this (takes the bottle to "Neutralize" it during the discussion).

Naomi: I had it first.

Soana (to Naomi): You're upset because you were using the bottle and Aki grabbed it away from you.

Naomi: (Nods yes)

Soana (to both girls): So, you both want to feed this bottle to your dolls. How can we solve this problem?

As the two girls calm down, the teacher takes them through the rest of the problem-solving steps. Each child describes in her own words what happened; Soana repeats and verifies their statements, then asks them to suggest solutions. The girls decide to make another bottle. Naomi holds a block while Aki tapes on a red Lego "nipple". Naomi uses the original bottle while Aki uses the new one. She is happy and says, "My bottle is bigger!"

When Soana checks back in on the girls later, the dolls are taking a nap in a crate and the two girls are working together to build a cradle out of another crate.

Adapted from *Me, You, Us* (Epstein, 2009, 118-119)

"What can we do to solve this problem?"

Encourage children to think of a solution.

Step 6: Be prepared to give follow-up support.

"You solved your problem, that must feel better?"

Stay nearby until children are peacefully playing again.

Notice out loud if they resolve and go back to playing peacefully.

To the right is an example in which the teacher first recognizes the feeling of the two children. She uses the six steps.

Children learn that they can talk it out and become better at sharing. Soon, they will not need for you to intervene as they learn to solve the conflicts on their own as they mature and see you do it consistently. Give it a try and know that you are helping to keep a peaceful classroom of caring children and preserving the way of life in Tonga!

After Conflict, Redirect with Guidance Talks

Sometimes, no matter how we change the environment or our reactions, children will make mistakes. After a child makes a mistake, use the time to teach with a guidance talk. Give them a way to win. If they cry and have a fit to try and get what they want, use these steps that spell out ACT:

Ask: Did you get what you wanted by screaming or having a tantrum?

Check: Ask the child to think of what they could do differently the next time. Talk to older preschoolers after you redirect so they understand what may work better next time.

Tell: Tell them that "They will feel better the next time if they try to (place response that they create with your guidance).

Using guidance talks really works well if done in the moment after a behavior mistake or melt down. As the child calms down, you can capture that emotional time to help them think about the results and possible better choices to use next time the same situation arises. Over time, this technique teaches children how to make better choices in the first place.

Chronic Challenging Behaviors

Some children have more unmet needs than others and therefore, display challenging behaviors more often. Here are some steps for dealing with and supporting those children:

- Watch the child that continuously displays some undesired behaviors.
- Take notes of what happens before, during and after the behavior occurs.
- Look at your practice first to make sure you are preventing and following good guidance.

What are the unmet emotional needs for this child? Figure out the cause. This takes time to observe the child before, during and after the undesired behavior. For example, if you have a child that is knocking down chairs or other children's block structures, observe the child and see if you notice any triggers before or mood changes.

Then notice how they are acting during the episode. Who do they look toward and what is their body language telling you?

After they show this aggression, what does the child do? Are they mad or upset? Do they seem to want to join play or do they need some alone time?

Once you observe and write down for a week, you should have gathered some clues as to what this child's unmet need is. Perhaps they want to be a friend and don't have the skills to enter play nicely. Perhaps they just want more attention or one-on-one time from you or another caregiver. When children display chronic behavioral mistakes, there is definitely a need. Knowing the need will help you to respond in a supportive way that can change the behavior.

If the child wants to be a friend, you can give loving guidance to help them figure out a way to enter play peacefully. If they need attention, try giving when they do the right things. Notice out loud in full descriptive sentences when they are doing well after you have given that individual guidance. For example, "I bet it feels so great to play and share with your friend in the blocks. I saw you give him the big block and you took the little one!"

If things do not get better after trying to encourage and give guidance, you may have to invite the parents in so you can partner on an intervention plan for all to try. For most children, the above techniques will work well.

However, for children with some unmet or unknown need, they will continue to display problem behaviors. For those children that have chronic mistaken behavior, you may need to involve the family. Chances are that the parents may have the exact same concerns as you. Involving them may be necessary so that everyone that interacts with the child, can have a unified approach.

Parents or the child's teachers are important in helping set up a joint plan for school and home. Write an intervention plan that matches the problem with logical consequences that can happen consistently at home and the classroom. Stick to the plan as a team and stick to it for two weeks.

These tips will help when supporting the child that needs an intervention plan:

Assigning the same teacher to stay close and support the child will provide extra care. If you have an extra teacher or a parent volunteer, sometimes they can stay close or shadow a child that needs extra help to get along with others.

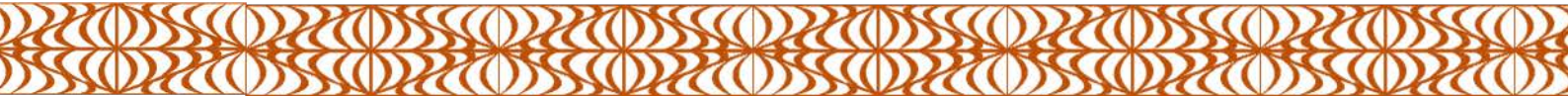
- After guiding children, give child opportunities to practice self-regulation.
- Maintain predictability in routines
- Over prepare for transitions
- Attend closely to verbal & non-verbal cues
- Provide verbal feedback re: label feelings/behaviors
- Give the child ways to express anger..." Let's go pound on the play dough or go outside and kick some rocks!"

Always notice the good out loud. Remember that the child wants your attention as the best gift! By noticing the appropriate behavior out loud with a full description of what they are doing well, you are reinforcing that good behavior. With your attention, the child is most likely going to repeat that appropriate behavior for more attention.



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Check in with the family to see if the plan is working. Meet again for a check-in. Monitor and adjust the plan, if needed. You can use a form like the one on the next page as you meet with families to work on a behavior. Most importantly, be patient!



Behavior Plan with Parents

Child: _____ Date: _____ Classroom: _____

Team Members: _____

Challenging behavior targeted for change	
Reasons child exhibits behavior	
Triggers of the behavior	
Desired Behavior	
Action to be taken to achieve change and desired behavior (State exact steps and things to say to child)	

Date for next meeting:

Inclusion Ideas to Support Extreme Behavioral Issues: Children with chronic behavioral issues may need extra support due to developmental or mental health issues that can be causing mistakes in behavior. Examples of such issues and some ideas for adapting are listed below:

Attention Deficit	<p>Children with attention issues may benefit from:</p> <ul style="list-style-type: none"> • Always having something to hold when learning in a group; • Sitting close to the teacher during groups; • Pairing with a friend during attention type tasks; • Notice out loud when child attends and perseveres.
Autistic Spectrum	<p>If children are showing signs of autism, try these ideas:</p> <ul style="list-style-type: none"> • Watch for when child is getting upset (may see rocking or spinning actions). Give child quiet space to be alone. • Use headphones with calming music to help child to calm down. • Let child have a spinning area like a tray and toys. • Give gently comfort by being nearby and preventing any harm.
Emotional Delays	<p>Some children are not sure how to handle their own emotions.</p> <ul style="list-style-type: none"> • Label feelings by noticing them out loud; • Help child to calm down by giving space for tantrum to progress and end. Then talk to child about what just happened. • Help child know friend behaviors like: asking to play, sharing toys, cooperating with a friend.
Oppositional Defiance	<p>This disorder requires some observational work to know what triggers the child.</p> <ul style="list-style-type: none"> • Make a behavior intervention plan with the family to work on the oppositional attitude and approach. • Help child to feel good when making the right choice. Use praise that is prompt and sincere to match the good behavior. • Be consistent when using positive guidance. • Have a direct response for particular behaviors. • Use defusing techniques like banging play dough and other ways to use anger safely.



Help Children Plan for Play to Build Cognition and Perseverance

Implement the plan-do-review process, which is a hallmark of the High Scope Curriculum is the plan-do-review process. This process provides children an opportunity to think through and make choices about what they are going to do, implement those ideas, and then reflect on their activities. Via the plan-do-review process, High Scope teachers are helping children “gain confidence as thinkers, problem solvers, and decision makers”.

The first step of the process is “plan” – planning time is the part of the daily routine when children communicate their ideas of where they will work, who they will work with, what materials they want to use, what they want to do, and how they will go about doing it. Depending on the developmental levels of the children in your classroom, as well as their familiarity with the planning process, children’s planning strategies will move on a continuum from concrete to abstract and from few details to highly developed or multiple plans. At the beginning of the school year, as children are just beginning to become familiar with the various play areas and the materials available in each area, you may choose to drive a planning “train” or to be a planning “snake,” moving throughout the classroom as a group, stopping in each area so children can see what is available and make individual plans; then you can drop children off in each area according to their interests. As children become more familiar with the materials, perhaps your strategy will remain concrete and will require children to go out into the classroom, retrieve an item they want to work with, and bring it back to the table to use in making a plan. Eventually, as children develop, plans become more complex and detailed, and your planning strategies can become more abstract – such as having children throw a bean bag on the area card corresponding to the area in which they wish to work and having them describe their plan. Or you might have children plan using a puppet. When children have finished making their plan, they can start on it right away.

According to High Scope, the “do” component of plan-do-review is typically known as work time (or choice play in your schedule). This part of the daily routine encourages children to carry out their plan and to play with a purpose. This 1 to 1 ½ hour portion of the day gives children the opportunity to freely engage with materials, interact with peers, problem solve, and expand their knowledge and skills in all areas of development. During work time, adults should be observing children’s learning, immersing themselves in the play of the children by following children’s lead, and gently extending children’s play via scaffolding. Helping children make a new choice and move to a new play area. Work time ends with children and adults working together to clean up the materials used and placing them back into their correct, labeled locations.

Immediately following choice play and cleanup, the final step of the process is “review,” or recall time. This is an opportunity for children to reflect, not only on what they did during work time but also on what they learned. Initially, recall strategies may need to be concrete. This can be done as you gather children back together for small group activities.

Planning for Play Builds Cognitive and Language Skills

When you think about preschool-aged children making plans, that may seem like a stretch to you. Yet helping children learn to plan is a key to fostering many important abilities in children. In the daily schedule recommended in part I, “Planning for Play” is an important step for children. They can benefit greatly from making a plan for their play. The child gets to

initiate an activity of their own choosing. With the help of a caring teacher, children can then go and start acting on their plan.

Planning for play has many important benefits to their cognitive growth, approach to play and learning and perseverance. All children of Tonga can grow to be more intentional which can lead to becoming productive citizens with a purpose. Here are a few of the ways that child planning is important:

Planning helps children see that they can make things happen for themselves. This enables them to develop a sense of control over their own little lives and to take responsibility for the consequences of their choices and decisions. This can promote positive social behavior later in a child's life.

Planning helps children to develop a better understanding of time. Planning requires them to anticipate the future and to think about what can be accomplished in a given time period. As we all know that organizing one's own time and accomplishing a list of "To Do's" is very important as adults. Giving children this gift could help them be more productive for life.

Planning helps children develop language skills. Children learn new words and phrases as they interact with the teacher to choose their plan and what materials they may need to carry out their plan. The language grows over time. At first a young preschooler may only be able to point where they want to go and plan. But as time goes by, the child learns the new words and phrases to describe where he or she wants to play. As children learn these labels for play materials, then they can use words to describe where they want to go and play and even describe the materials that they plan to use. Before you know it, some children will be able to draw or even write words to go with their plan.

Planning allows children to use their own moods and feelings in constructive ways. For example, if a child shows up excited about his grandparents flying into the island from another country, that child may want to go to blocks and build an airport for their grandparents' arrival from New Zealand.

Because of all the values that go with planning for play. It is worth the extra effort to make it work for your children. It may not go perfectly well from the very first day of school. However, once children are socialized to the environment and start to know what materials are in each play area, the process will get easier. It is the role of a supportive teacher to show children what is available in each play area. Pointing out what is new each week to support the theme will be critical. This can be done by walking the children around to see or by collecting samples of the new materials and showing those at Planning for Play time. As the year goes by and children know how choice play works, planning will get much easier. Remember from the discussion on true play, that in order to be true play, it must be freely chosen. Making planning work for children to grow cognitively, is so worth the investment of time and attention put into supporting children to make plans.

Managing the Flow During Choice Play

After planning and all children are playing, it is time to circulate and check on how children are playing with materials, monitor behavior and guide play. Choice play time is a perfect time to guide play into learning.

- Choose which areas you will interact with and assign the others for your partner.
- Join in on play and ask open-ended questions to expand learning.
- Have skills from the theme plan posted in each area as a reminder. Use play time to look for those indicators that go with the goal. As children are building, creating and doing science ask about things like shapes, colors and ways that things work.
- Notice out loud when children solve their own problems together.

When children want to change their choice, make sure they know that they need to clean up their own materials before asking to leave an area and choose a new one. It is great for children to play in more than one area. However, the child should come get a grown up to show how they have cleaned up and to make a new play area choice.

Tidying Time

Give children a visual and sound warning when play time is coming to an end. Use a sound maker, puppet or other item to give the time warning such as, "Five more minutes until clean up time." Then use a song to signal time to clean up or pack up together. Help children with packing and have toys labeled for ease of clean up. Notice out loud when clean-up is going well. Singing a song is a wonderful way to help children transition, even if it is a song about cleaning up that you made up yourself.

Show and Model New Materials

In the beginning, while your children learn how to work in areas and use the materials, make it simple and highly structured. Too many choices can be overwhelming for children. Start slowly, and work toward more choices and more independence. When the new term begins, it is crucial to have a limited amount of toys in the play areas. This will make sure that the children do not get overwhelmed. To your benefit, having less toys to start will help with keeping the toys organized. Remember to label where the toys go as that will assure that the children can learn how to put materials back where they go. From the beginning, it is so important that the children learn about the toys and how to take care of their classroom.

Try the following when introducing an area at the Planning for Play time in the schedule. In the first week of school, tell the class what each area is called and point to the areas from the morning circle space. Then when children go into their small groups for planning for play, make sure that children are socialized on how many children can be in each area and what kinds of play can happen there. Show them where the materials are stored, and model how to take them out. Demonstrate how to use the materials. Be thorough and calm as you show them how to use the materials.

Model how to share the materials. Even show how to put the materials back. Go over rules and directions. At Small Group Activity time, take a bag or basket of materials to your group (enough for each child to have one material or toy). Have the children take turns taking a toy out of the bag and then ask them what play area has that toy. Then have them go to that area and put the toy back while friends watch and clap when they get it right. If you do this for the first week, several times, it will help children know how to clean up and choose materials for play. At other times of the year, you can then introduce only the new materials added to a play area to support the current theme.

Add new materials each week to support the current theme. Also, take away materials that were specific to the former theme. However, if the materials are open-ended and children are still enjoying them, do not remove those particular materials. Some basic materials, such as blocks and family dishes, will stay in their play area throughout the year.

Tools for Managing the Flow

With preschool children it does help to specify how many kids can be in an area at once, and then oversee the flow of children every day during Choice Play. Teach the children what to do in the individual areas and practice many times until things are running well. Here are a few other ideas to help choice play areas run smoothly in your preschool classroom. With this way of managing learning areas in preschool, these ideas also need to be taught, modeled, and practiced with the children:

Use Symbols: Have the child pick a symbol at the beginning of the year and use this symbol when they choose an area. Have enough symbols available at the beginning of the term for each child to choose their own. Write their name on it and either tie a string or put a hole in each symbol. If you can afford the time, it is great to make home visits prior to the first day of school. It is the perfect time for children to choose their very own symbol. Take a photo of the child with their symbol and then you can use that photo for their hook or cubby in the classroom. Thus, if children do not know their names in writing, they will know their photo and symbol.

Chart at the Mat: Have an area chart with area cards that shows each available area. Make sure to specify how many kids can be in each area at any time. Kids can place their names, photos, or clothespins next to the areas they're using.

Necklaces or Clothespins: Make a set of area necklaces and hang these necklaces near each individual area. For example, if four kids can be in the soft Literacy Area, make sure to have 4 necklaces there. Children walk up to the areas and check to see if there is a necklace available. If there is, they can put the necklace on and join the area. • If you'd rather not use necklaces, color-coded clothespins will work well as an alternative. To use clothespins, create cards with a certain number of dots on them to show children how many can be in that area. They will clip their clothespin on a dot to play in an area. If all the dots have clothespins a child must choose another area to play.

Limit the number of children allowed in each play area depending on your space and room for each one. Decide how many children to allow in each play area by thinking about:

- Ease of transition/traffic flow and room for each child to play with some floor or table space
- Visual monitoring
- Child friendly access
- Ease of theme adaptation/change
- Amounts of materials available in that area
- Number of seats if chairs are at a table

For example, it is best to allow the most children to play in Blocks and Family Areas (6-10 in each). While Art, Maths and Literacy (table) will depend on the tables and number of chairs (4-6 in each). The smallest areas that should have the least number of children are the Bits and Pieces, Literacy Cozy Book Area and Discovery (3-4 in each). Limiting the number of

children in those areas will assure that they can concentrate better and that materials can stay organized.

Here are some other ideas on how to manage the number of children at each area:

- **Color-code the areas.** Determine how many children you will allow at each center, and put out that many colored clothespins, badges, bracelets, or necklaces for children to choose from. (They can wear these or put them next to their names on a chart.) When a color is no longer available, that center is full.
- **Use hooks:** Put a sign at each center with hooks or outlines for the maximum number of children allowed there at a time. When children go to an area, have them hang name tags from the hooks or put clothespins on the outlines. When no spaces are available, that center is full.
- **Visual Sign:** Put a sign at each area with stick figures for the maximum number of children allowed there at a time.
- **Chairs at Tables:** Put a limited number of chairs, cushions or mats in each area. When no spaces are available, that area is full.

Most of all, choose the way that will work best for you and the level of development for your children. No matter which system you choose, be patient and give lots of gentle reminders. This is so new for your children as most have never been in group care. Give love and use humor to help you all get used to the choice play system. Investing patience in the beginning will pay off later as children will become socialized to the system over time. Learning through play is the ultimate goal.

You should not assign children to the play areas. Children learn best when they are interacting with items that interest them. The items at the area should meet all the developmental levels in the classroom including special needs and diverse cultures. A child must be able to trust their environment by experiencing the following:

5. Awareness of the choices available;
6. An interest in the materials (change items, often);
7. Freedom to explore;
8. Time to get deeply involved.

Regardless of the methods you use to manage the flow of learning areas, always remember that most importantly, play is the vehicle in which all children learn. They get to pretend and try new things and ideas. Children can make mistakes in an area where they feel comfortable to try again. Each play area should include developmentally appropriate materials and ideas that build from what you have previously taught. Reflect on how to make play areas the best they can be!

Scaffold for Supportive Learning During Play

You play an important role in building a child's success in their first years of school. When you provide structured play, you are helping children grow in their reading and writing skills, discover science and building each child's self-esteem. Preschool lays the foundation for kids to understand what "school" actually is.

Zone of Proximal Development

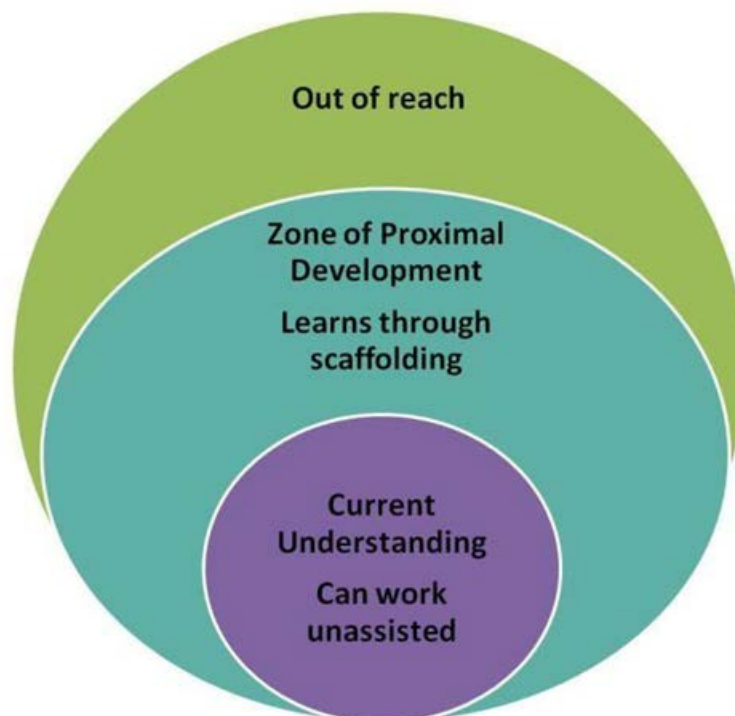
The benefits of play are maximized when you facilitate learning through play. The best way to help is to use scaffolding. When using scaffolding with young children, you give support

and guidance while children are learning something new and age-appropriate or just slightly above what a child can do by him or herself. As the child learns the skill, the support can be less as their abilities develop and completely go away once the child can do the new skill independently. The Zone of Proximal Development refers to the difference between what a child can do without help and what he or she can achieve with guidance and encouragement from a skilled teacher or friend. Thus, the term “proximal” refers to those skills that the learner is “close” to mastering on their own. It is important to know your students and their ability levels well so you know how to gently guide their thinking towards higher levels of understanding.

Scaffolding works best when you use the method in different ways, such as:

- **Making suggestions:** If a child is having trouble completing a project, a teacher could offer hints or partial solutions that might help solve the problem, while still encouraging the child to problem solve on their own. For example, "That block tower keeps falling down. How do you think you can fix it? One way we could fix it is by putting all the bigger blocks on the bottom. What other ways do you think we could help it stay up?"
- **Asking probing questions:** This encourages a child to come up with an answer independently. In the block tower example, you could ask, "What do you think would happen if we didn't build the tower quite so tall?"

Zone of Proximal Development



- **Using demonstrations:** In the block tower example, as you scaffold you could make your own smaller version of a block tower to demonstrate how the blocks work best.
- **Introducing a prop:** Additionally, you could encourage the child to use different resources to help the block tower stay up and think out of the box by coming up with a creative solution. "What do you see in our classroom that would help support our block tower? Maybe if we turn that coconut shell upside down, that could help. Can you think of anything else?"
- **Posing limited-answer questions:** If a child is having trouble coming up with an answer to a question on their own, a teacher who's scaffolding can provide multiple answers to choose from in order to help the child come up with a correct response independently.
- **Providing support:** When a task is proving tough, you could help a child think through alternatives. Or get a child off on the right foot by discussing the steps needed to complete a task.
- **Offering encouragement:** Praising a child for attempting or completing a task, with even a simple description of what the child is making and the materials they are using will increase a child's confidence and sense of self-competence. For example, "Look at the colors you used on your flower. I see yellow, pink and the stem is green."

Play and learning should be integrated throughout the day. The facilitation will be most effective if complemented by a carefully planned classroom environment. You can minimize conflict and confusion so that children have consistent time and space for play. Children need to be seen as competent individuals who, when given your support and interactions with other children, are able to construct knowledge in play settings.

As you begin to use scaffolding, sometimes it helps to have a prop or visual reminder when you are starting a new strategy. Thus, the use of cards that you can store in a pocket or on the top of a shelf can be helpful. The following are examples of cards you can copy, cut out and use to think of open-ended questions that can scaffold play into learning:

In the Block Area

What are you building?

As you gently enter the play area, observe what is happening. If children are busy building through lining up, stacking or constructing, ask children questions like:

- ☐ What are you making?
- ☐ Why did you choose those blocks?
- ☐ Which row or line of blocks is the longer or shorter?



Facilitate Learning Through Play

I wonder if...

In the Art Area

What are you making?

The art center should be a place where children can be creative. As you sit and explore creations with children, you can ask some of these kinds of questions:



- ✍ Tell me about what you are making. What colors did you choose?
- ✍ How does that feel?
- ✍ What will happen if we mix red and blue paint?
- ✍ How did the glue or tape work?

Many concepts can be emphasized through art experiences such as: color, texture, shape, sizes, letters or symbols. Art is an emotionally freeing expression of self. Allow children to create and express through art.

Facilitate Learning Through Play
I wonder if...

In the Discovery Area

Can you pour the water?

Children are naturally attracted to experimenting with their senses. As they touch, smell, hear and see objects you can enlighten their discoveries by asking questions like these:

- ✋ How does the water or sand feel?
- ✋ I wonder what will happen if we add some _____?
- ✋ Will that sink or float?
- ✋ Is it empty or full?
- ✋ What can you find in there?
- ✋ Is this cold/ hot, rough/smooth?

Notice what the children are doing and turn it into an inquiry. Ask open-ended questions that help them discover properties of objects and nature.

You can even play soothing music as they play with their hands.

Facilitate Learning Through Play
I wonder if...



In the Family Area

What are you pretending?

Children learn about their world by pretending or imitating the people and events that happen in their lives.



- ♥ What are you pretending right now? Can I play too? What should I do? What are you making?
- ♥ What goes in that?
- ♥ Who are you in the play?
- ♥ Do you need anything that could make your play

Follow the lead of the child in pretend play. Try to figure out the rules or themes of their play. Then you can point out concepts such as time, place, people (family or friends) and community helpers. Have fun in

Facilitate Learning Through Play
I wonder if...

Having reminders nearby will help you to remember to scaffold learning through play. Children will be so happy to have you show interest in their play. They will be beaming with excitement to have you play with them. They will not even notice that they are learning as you scaffold.

As you interact with children throughout the day, you will have to determine the right level of involvement. You will need to observe what children are doing, encourage their efforts, and intervene thoughtfully to support additional learning. For example, you may have an older preschooler that is beginning to write. You can move a pad of paper and a pencil into the Family Area and encourage your writer to make a list that goes with her play scheme.

Sometimes you may decide to model a skill or way to use some materials in a play area. Like if a child is having trouble using a set of tweezers in the Bits & Pieces Area, you could show how they work as you move some small items from one bowl to another using the tweezers. When you talk to children about what they are doing and then help them out, you are guiding their learning and working with them right in the Zone of Proximal Development.

By asking questions to children during play, you are helping children with the science skills of predicting, experimenting and noticing. You help them take what they already know and apply that knowledge to new situations. By listening to children, understanding their thinking, and supporting them in taking the next step in making discoveries, you are providing the scaffolding to extend children's learning.

Chapter 5: Lototō and Planning



Lototō and Planning

Lototō (humility) as stated by our Education Policy Framework 2022-2032 'is a core value for Tongans which remains highly relevant to teaching and leading in our education sector. Humility is critical for teaching and learning, for accepting new ways of being and transformation'.

Loto is the mind or the heart, tō is to fall, to drop, so lototō is the willingness in mind and heart to humble oneself for a better cause. In a hierarchical society, where power struggle is anticipated, lototō is the only way to maintain unity and peace. This value is one of the key principles that guides faka'apa'apa through the honouring of others. In honouring others, many hope that equal actions will be returned. It is therefore an investment in building and maintaining vā.

Planning should be done with the mind and the heart. A teacher in the early childhood education field is required to have kātaki lahi (tremendous amount of patience). This can only be achieved if the teacher is willing to be lototō, accepting that very young children can constructively contribute to the planning, the setup and activities of the day. In using the mind, teachers capture the overall scenario of the ECE environment and realizing that each corner, space, material and activity should offer opportunities for learning. Planning for smooth transitions is very important for achieving organization and order throughout the day.

Lototō motivates teachers to go the extra mile and be inclusive in their planning. A wholesome planning caters for children that are individualistic, children that learn best in a group, children that learn best hands-on and children with differing abilities. A child-centred planning uses themes that focus on developmental growth, emerging skills and the varying approaches that children utilize in order to learn. Lototō that is demonstrated by teachers and is reflected back through the engagement of the children in an ECE setting is evidence that the child is indeed the centre of the teaching and learning process.

Lototō gives teachers the humbleness to be flexible in their planning. A successful teacher understands that a large part of teaching is planning. On the other hand, a successful ECE teacher understands that at times activities and resources planned does not always correspond to the interests of the children on that day. Lototō means disregarding the already made plan and the fact that it took time and energy to plan your day and to focus of what the child would rather do at that moment of the day.

Lototō is also about being kind. Kindness in the curriculum is needed so that teachers can demonstrate this value in their everyday practice. At the same time, our children are encultured hence blessed with the ability to demonstrate kindness to others.

Planning for Themes

One of your biggest responsibilities as a teacher is to plan in writing for all the things that will happen in your day and week. The best way to make sure your children are developing and learning is to put plans on paper so that the whole team can follow and focus on the same skills. The very first step in planning is to know about child development and what skills you want your children to focus on for the week. This will take some knowledge of how children grow and develop.

Keeping all of your practices appropriate for children will make sure that the opportunities you plan for children will help them make meaningful connections. This way of planning will assure that you are following the guidelines for creating developmentally appropriate practice (DAP). DAP means it is appropriate for both the age/developmental level and is of interest to the young child.

Making everything developmentally appropriate means that you are making your curriculum, environment and expectation to match the age and stage of the child's development while choosing themes that are interesting and relevant to young learners. Preschool-aged children are unique with the need to move around, touch things, experiment and explore. Making them sit in a row and listen to you as you point to a blackboard is not appropriate. In fact, such methods can do harm by dampening their interest to learn. Instead, make your expectations appropriate by offering:

- Limited Group Times-whole group time should be limited to 15-30 minutes max.
- Action for Wiggles-keep them moving with songs and movement in between listening activities.
- Play-that is freely chosen and guided
- Prepared small group activities-having the child wait can cause huge problems. Using smaller groups allows for more turns to touch and talk. If you keep their hands and minds busy, they learn better, and you avoid problems.
- Meaningful experiences that they can relate to and enjoy! Think of things that are:
 - hands on (enough materials for each child to hold or touch),
 - hearts-on (exploring things that excite and interest most) and
 - minds-on (new objects to explore in unique ways that form learning).

To review, developmentally appropriate means it is both age or stage appropriate and of interest to little ones in your group. Also, knowing more about each child will help you prevent problems. For example, if a child loves to be the boss and talk a lot, let that child help you with some group things or be a clean-up leader or inspector. If a child is shy, have them buddy up with a more outgoing child sometimes.

As you make plans for themes, keep the interests of children in mind. Think of skills that would go naturally with the theme and that you could observe during play. Pay attention to brain, body and all domains of development when planning your themes that will optimize growth and development. First let's be sure you know how a young child's brain develops.

Know how the Brain Develops

As a teacher that wants to help children develop to their highest potential, you will need some strategies that will offer the best chance for children to develop. One main concept is

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that children learn best through play. If they can experience learning with all of their senses and in hands-on ways, they will get the most out of the time they spend in your classroom. Below find some basic strategies by domain that you can put in place to make your class a wonderful place for children to learn through play and with meaning.

Think back on their earliest childhood memory. Close your eyes and remember the sights, sounds and smells of that memory?

Sensorial memories last the longest because they go to the middle of the brain and make a connection.

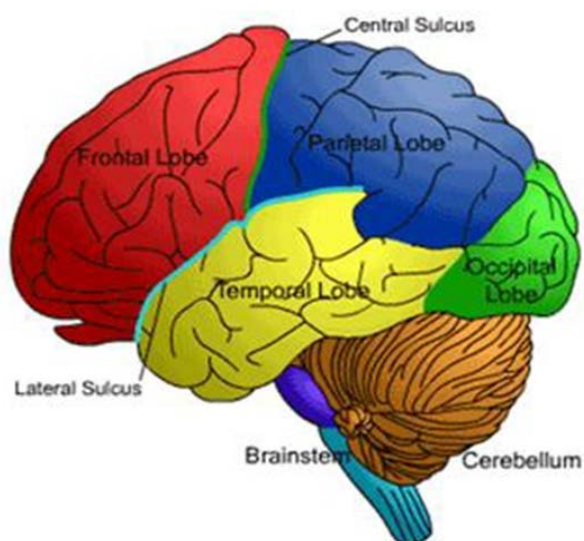
I bet that your earliest memories were filled with sensory stimulation. Does anyone want to share a memory that was filled with sensory stimulation? The brain will remember things that are sensorial because more parts of the brain are activated by senses. This tells us so much about what children will remember about their time with us.

Let's learn a bit about how the brain develops in young children. The child's brain develops in a certain order and way.

- From bottom to top
- Inside to out
- From simple reflexes to complex operations
- Sensorial and motor control to higher level problem solving

All this occurs from conception to adulthood. However, the greatest period of growth is from conception to age 6. The brain begins developing in the Brainstem or Cerebellum and moves up toward the Frontal Lobe. The brain is divided into lobes that have certain functions. The ones to remember are:

- Temporal
- Occipital
- Parietal
- Frontal



A few more parts to put into your memory include the:

Midbrain: Is just above the brainstem and controls motor regulation appetite and sleep regulation.

Cerebellum: Behind the brainstem and coordinates movement and balance.

Limbic System: Is in the central part of the brain and controls emotions attachment and memory.

Cortex: Top layer of the brain and is about as small as 2 dimes stacked together. Controls the executive function such as decision making and



problem solving. Children do not have much development in the frontal cortex when they are little.

Since the brain develops from the back to the front and from the brainstem to the frontal cortex, you should teach in a way that recognizes this. For example, the temporal and occipital lobes are filled with pathways on movement, touch, taste and language. Therefore, you should give many opportunities for children to explore and move with their whole bodies and senses. Also, using lots of language as they learn through play will be perfect.

This brain knowledge also informs you that making children sit for long stretches of time is not going to work well for the child because the executive function area is not developed fully. Thus, a young child absolutely can't sit and pay attention for very long. Research says that children should only have to sit and pay attention one minute for each year of their life. Thus, a four-year-old can only sit and listen without moving for about 4 minutes. Then they will need to move and use body or senses. Now that you know, plan accordingly for children to learn through active play.

Using faka'apa'apa regarding the child's brain and developmentally appropriate practices will be the best way to promote growth and development. This will involve less sitting and more moving!

Choose a Child-Centered Theme

Themes are a great way to organize learning through play. Themes are focused on topics that relate the child's interest and should be culturally relevant to their lives. For example, it is much better to learn about animals both in the village and island than to learn about dinosaurs. Since children can see and discover animals in their lives, they can learn better about them.

Be sure the name of the theme is child centered. For example, in the old days, we may have called a theme, "Transportation" if it is about all kinds of vehicles. Nowadays, we should rethink that into something we may hear children saying when they play with toy vehicles. What about, "Things That Go"? It sounds so much more like what a child would say than the word "Transportation". Once you have chosen the theme, begin a webbing process to think about what you want children to know about the theme or opportunities for play around the theme. See the sample webbing below. Always start thinking about the child's immediate world and what they see and experience around that theme. For example, in Tonga, we know that children know about many kinds of boats, taxis, cars, buses, airplanes, trucks. Think about how those things might be categorized. Maybe some are on land, others travel on the sea and some in the sky. So, you can see how the thinking goes from what the child knows into categories to explore more. Now is a good time to do some webbing of ideas like you see on the next page. Be sure to include both concepts to teach and how you can enhance the play areas to go with the theme.

Bring Out Content: Add Social Studies, Science, Arts and Religion

Using themes is a really great way to make sure that you are keeping the content areas available for children in developmentally appropriate ways. Knowing that children learn best during play and that they use their senses to make meaningful connections, it is important to introduce the content from Science, Social Studies, Arts and Religion fun and relevant to

their lives. Thus, using themes and introducing the content in these subject areas through songs, stories, fingerplays and hands-on learning opportunities is so very important.

Use Mat Time to introduce your major concepts within the theme. At Mat Time you can sing about the topic, read stories that go with the theme and have children do movement so that you are balancing sitting and moving times throughout the Mat Time. However, when you want to go deeper into content, you can use small groups. Then children can use their hands, minds and hearts to learn more about the content of the theme.

As you plan for each of your themes, see where the theme would fit in regard to the above content areas. For example, "Things that Go" theme can fit under Social Studies because the vehicles are things in the life of children. They know these things and that makes the theme relevant and meaningful to the children. However, you can also bring in some science to introduce the concept of how wheels and ramps are tools. Also, children could make predictions about whether a car or bus would win a race on a ramp. In Early Childhood, all subjects blend into the themes that you choose to feature. Remember that children learn best through play.

Topics for developing your themes are organized under specific content areas (Social Studies, Science, the Arts and Religion) that will help prepare your preschoolers for the primary grade content areas. On the next page, you will find a list of suggested content area themes with topics to the left. Use this list as a menu of ideas for themes that are relevant and interesting for children, developmentally appropriate for them and that go with Tongan concepts and culture.

Topics	Menu of Themes
Social Studies	
People	*All About Me My Friends in Preschool *My Family Helpers in My Community The Tongan Royal Family
Places	*My Home and My Village On my way to Preschool At the beach My Church *A Trip to the Market
Things	*Thing that Go Our Family Celebrations *The Clothes we Wear Heilala Happiness Ball, Boxes, and Bean Bags *I eat Healthy Foods
Science	
Living Animals	*Animals in My World Farm Animals *Birds on My Island

	Bugs and Insects Under the Sea
Living Plants	*Plants in My Garden Flowers Coconut Tree Tropical Forest
The Sky	*Look up what do you see? Clouds, Sun, Moon and Stars *The Rainy Season The Sun and Other Stars
The Arts	
Dance Theatre Weaving 3 Dimensional 2 Dimensional	Tongan Dance Act it out We weave and Craft and Crave Molding Dough and Building Boxes Let's Draw and Paint
Religion	
Worship	How My Family worships *God is Love

*The themes with an asterisk can be found in the Resources section located in the back of this curriculum. Others will need to be developed by you with your most creative planning ideas. It is great to do planning with other teachers as well. Remember to start with a web. Perhaps you can form a preschool teacher social media group and work together to develop culturally relative themes that will be perfect for your local island's preschoolers.

One more thing to keep in mind about these listed theme ideas is that they are planned for a week. However, if your children are really engaged with the theme, you can stretch it out for another week and even for a month. For example, if it is end of the term and close to the holidays, you could choose the "Our Family Celebrations" theme and it may take several weeks to focus on all the celebrations that the family's practice for holidays. Therefore, you can use that same theme throughout a month and choose sub-themes that go into each celebration. Then end the month when the term is over with a class celebration for all they have learned.

Plan for Developmental Growth

After you have chosen your theme, decide what skills the children can naturally show and grow during the theme. In order to do that, you will need to know about child growth and development. Let's take a look at growth and development and how to use your resources in the curriculum to optimize readiness outcomes for your children.

Growth is all about the physical changes of the child's body as they increase in size. While development is how the child changes in complexity as in from simple to more complex. Typical development is along a sequence and in a predictable way that are considered Developmental Milestones. Development happens holistically across all domains.

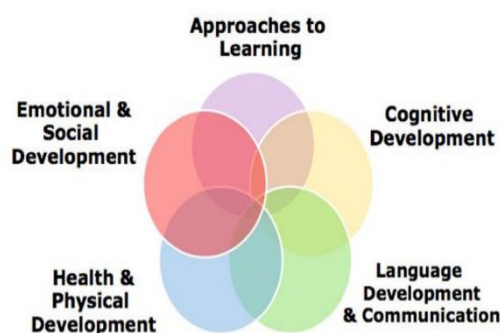
Domains are a way to observe and target development. All make up the whole child like the mats are connected. These are the five domains in Tonga's Early Learning Standards called Key Indicators of Success (KIDS) and can be found in the final section of this curriculum:

1. Approaches to Play and Learning
2. Physical Motor and Well-being (Health)
3. Emotional and Social (with Morality and Spirituality)
4. Language and Communication (with Emergent Literacy)
5. Cognitive (with Emergent Mathematics)

In the final part of this curriculum, you will learn much more about each domain. Also, you will see some strategies you can use to promote learning in each domain, all coming up soon. For now, let's take a look at how to plan weekly themes that focus on child development.

As you begin planning themes, think of some skills that would go well with the theme. You can use the KIDS section or Part IV of the curriculum to see all the above domains, subdomains, goals and indicators to look for when focusing on particular skills within your theme. Limit the number of skills to 3 or 4 so that you can address them fully during a week's time.

5 Domains of Learning & Development



For example, if your theme is "Things that Go", this boat would be great one to talk about. As you see, "b is for boat", you can decide to have children name the sound of the beginning letter for vehicles that they know. Choose the subdomains, goals and indicators such as:

- "Language Communication and Emergent Literacy (COMMUNICATION)" **domain**;
- "Print Awareness, Book Knowledge, Sounds and Words" is a **subdomain**;
- "Children develop phonological awareness. **Goal -11**";
- "Recognize sounds in common words" as the **indicator** to watch for in the theme.

Use the goals and indicators that you can find in the next section of the curriculum in the Key Indicators for Success (KIDS) part that are organized in domains, subdomains, goals and indicators to observe. You can choose a goal from a subdomain and then look for the

indicators in your children as they play and participate in small group activities. Perhaps the chart below will help you understand the steps in choosing domains, subdomains, goals and indicators for your theme.

You could use the beginning letter and sound for each type of vehicle for small group and play area experiences. When you begin to plan, think about a subdomain, goal and the indicators to watch for which will go best with the play experiences you will plan for the children during that particular theme.

You know your children best. Watch them during play and notice their skills that they are learning and trying to master. You can plan for experiences that will help them grow and develop better. Planning is the best way to make sure that children develop to highest potential. If you have a mixed age group, you can have different skill expectations for each level.

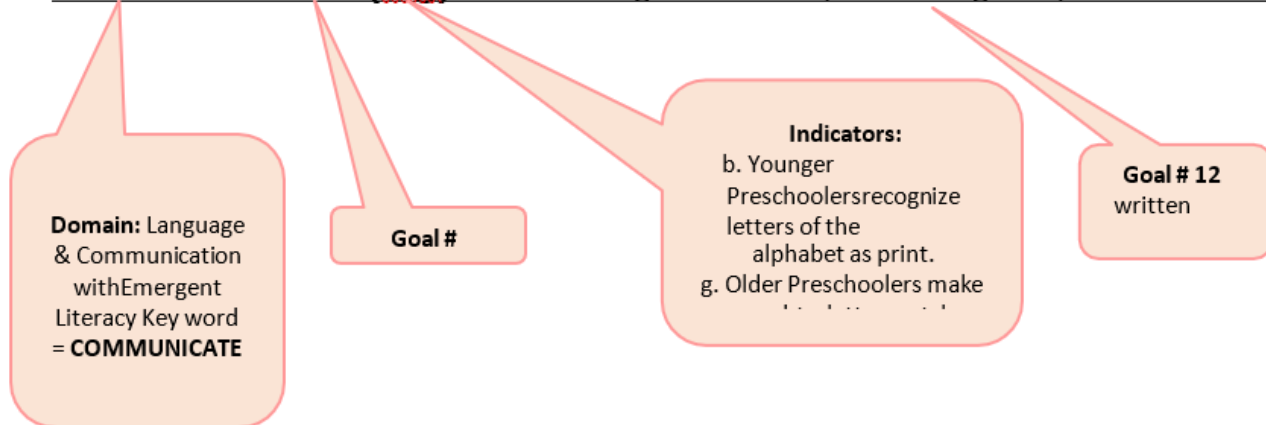
For example, the Subdomain and goals for “Things That Go” theme would look like this on your planning form:

Theme: Things That Go

Week of: Actual date

1. **GROW-5(c,f):** Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
2. **THINK-14(a,d):** Begin emergent mathematics thinking through sorting, describing and organizing.
3. **COMMUNICATE-12(b,g):** Children begin to develop knowledge of print and letters.

3. **COMMUNICATE-12(b,g):** Children begin to develop knowledge of print and letters.



*Feel free to shorten the goals or indicators to make them fit better on your form. However, always refer to the KIDS document to make your choices of what domains, subdomains, goals and indicators to use in your planning.

While the KIDS in the next part of the curriculum also have some Emergent Literacy and Mathematics Subdomains, Goals and Indicators, it is nice to think of Emergent Literacy and Mathematics in a bit more detail. The next couple of topics use some graphics to help you understand more about Emergent Literacy and Mathematics. This next section also gives some specific strategies that you can use to plan for adding these two skills to your play areas and small group activities. Let's explore them here.

Emergent Literacy and Mathematics

While there are other domains that will need attention and focus, early literacy and mathematics skills are strong predictors of future school success. By planning for play-based learning in these areas, you are helping children to be ready. Other skills will grow with good curriculum and scaffolding during play. Let us first focus on the skills and indicators for intentionally developing a strong foundation in literacy and mathematics. Keep in mind that children are not ready to learn early literacy and mathematics on workbook pages or from a chalkboard. Recall that the brain is growing front to back and they are in the middle of the sensory and movement windows of opportunity. Thus, they need to learn by playing with real objects and in natural ways. Early Childhood is a special period of development that takes especially knowledgeable and devoted teachers that can use *lototō* to humble themselves to teach in the best way for young children to learn. That is through play!

What is Emergent Literacy?

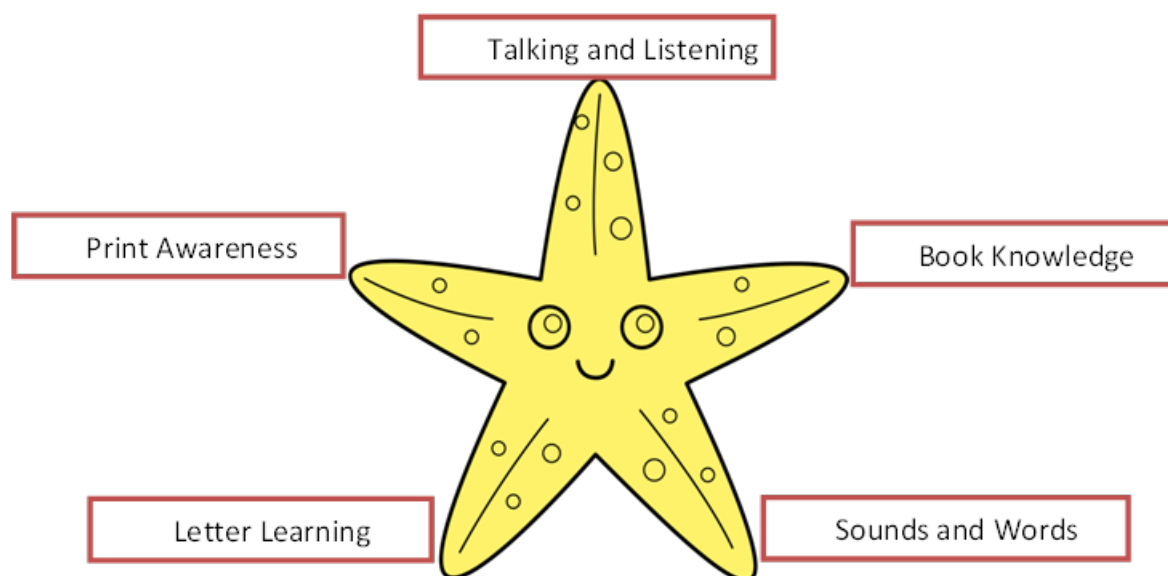
Literacy acquisition, the process of becoming a reader and writer, begins in the earliest stages of life. It actually begins as soon as the fetus can hear language and continues until a child can read and write simple words with meaning. Before they ever read or write, children must build foundational skills. This early period is referred to as emergent or early literacy. During this period, children learn to communicate through oral language, vocabulary development, knowing about books and that print carries meaning, hearing and understanding sounds, early phonological awareness, the beginning of mark making into writing letters.

Nurturing early literacy is a critical part of curriculum. Such nurturing can happen in every aspect of the pre- primary child's day. As the teacher of young children, the support for early literacy is a great gift that will keep on giving into primary school and beyond. Everything that happens from songs and read alouds during groups to individual interactions during center play all contribute to the goal of producing skilled readers and writers.

Curriculum should embrace early literacy by focusing on these five components of early literacy:



- Communicating through talking and listening;
- Print awareness;
- Book Knowledge;
- Letter Learning;
- Sounds and Words.


Thus, the activities and experiences that are designed by you need to be intentionally focused on building skills in these areas. It is recommended that all five of these skill areas be emphasized in practice. A nice way to remember the five areas is using a graphic like this starfish:


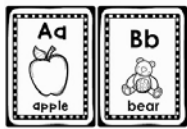


How Can You Promote Emergent Literacy in Playful Ways?

Below is a chart that shows the skills and indicators for children along with tips on how you can promote emergent literacy every day:

Literacy Component	Child's Skill:	Ways You Can Promote
Talking and Listening 	<p>Child's ability to communicate through talking and listening.</p> <p>Indicators:</p> <ul style="list-style-type: none"> □ Child understands and speaks many words □ Child listens and responds when spoken to □ Child can follow directions 	<p>Talk with children in groups and individually all day. Capture times (such as: greeting, during play, outside) to have one-on-one conversations at the child's eye level. Promote social sharing between children during play. Start with what child says, repeat and add more words to extend language of the child. Give simple directions and add extra steps as child shows competency to follow.</p>
Print Awareness 	<p>Child's awareness of the functions of printed symbols, such as: pictures, signs or common symbols in the environment, characters (letters) and words.</p> <p>Indicators:</p> <ul style="list-style-type: none"> □ Child can tell the difference between pictures and text □ Child knows what print looks like □ Child can tell where a word ends and begins, and that there is white 	<p>Label things around the room with pictures and words: such as basket, mat, chairs, tables, shelf, door, window. Label places where toys go back with a shadow or drawing. Use pictures and words to show where toys go. Display center signs with word and picture. Give each child their own symbol with name written on. Display children's names in a variety of places (on artwork, on storage area, in writing area). Point out print in environment like signs, labels on packages. Bring in or duplicate common signs from the child's village.</p>

	<p>space in between</p> <ul style="list-style-type: none"> □ Child can at least pretend to "write" 	<p>or neighborhood.</p> <p>Use a low area on one wall near writing area to display easy and common words from themes.</p>
<p>Book Knowledge</p> 	<p>Child's understanding of what a book is, and how to read and take care of a book as well as enjoyment for hearing books read and exploring books independently.</p> <p>Indicators:</p> <ul style="list-style-type: none"> □ Child can open book rightway □ Child can show where words start and which way the words orient on a page (left to right) □ Child turns pages of book □ Child can make up stories based on pictures in the book □ Child appears to listen and enjoy hearing story books read aloud 	<p>Provide a variety of books with some that enhance the topic or theme.</p> <p>Make books with children where they each make a page of the book and help children make their own books.</p> <p>Put books in a comfortable, cozy book area instead of reading at tables.</p> <p>Show child the cover of the book and ask questions about what they see on the cover.</p> <p>Talk about how you are handling the book as you share to group.</p> <p>Use interactive reading techniques when doing read alouds such as: open ended questions, wondering what will happen next, allowing children to finish familiar parts like rhymes.</p>

<p>Letter Learning</p> 	<p>Child's ability to identify the shapes and names of alphabet letters and emerging ability to represent letters through pre-writing.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲ Child can point to the right letter when asked. ▲ Child can name letters without picture. ▲ Child can say the letters in own name. ▲ Child can tell the difference between uppercase (capital) and lowercase letters. ▲ Child can copy own name (or can copy letters). Child can write name. Child can at least pretend to write words. 	<p>Introduce letters with the first letter of a child's name. Help children learn letters that go with the theme so they will have meaning.</p> <p>Display the alphabet in the room at the child's level. Make it meaningful by labeling each letter with a child's name that begins with same.</p> <p>Put alphabet books in literacy area and read them aloud. Talk about letters as you write them on charts and artwork.</p> <p>Sing alphabet songs.</p> <p>Find ways for children to make letters using available materials like sand, clay and straws.</p> <p>Write words on cards that are relevant to theme.</p> <p>Draw attention to sounds in words and point to letters for the sound as you share stories.</p> <p>Use transition times to emphasize letters. Add a writing table to the literacy area.</p> <p>Use family area as an area where children can imitate adults writing for meaning (such as: making shopping lists, taking orders in restaurant play, making pretend currency).</p> <p>Let children see you writing lists or questions on charts. Display children's early attempts to write.</p>
<p>Sounds in Words</p> 	<p>Children's ability to hear and identify sounds, rhymes leading to the growing understanding that sounds (and letters) make words.</p> <p>Indicators:</p> <ul style="list-style-type: none"> 👂 Child knows the sound(s) that letters make 👂 Child can rhyme 👂 Child can alliterate 👂 Child can sound out words 👂 Child can recognize sounds in common words 	<p>Point out rhyming words when reading to children. Point to words as when doing read alouds.</p> <p>Leave off the rhyming word and let children fill it in. Sing nursery or cultural rhymes.</p> <p>Use transition times to have children make rhyming words. Sing silly songs that rhyme and have children make up more verses with rhyme.</p> <p>Point out children's names with their beginning sounds. Have children line up by the sounds at the beginning of their name.</p> <p>Use clapping to point out the number of syllables in names.</p>

What is Emerging Mathematics

Early mathematics is emerging every day through play. Emerging mathematics is the beginning to learning concepts about amounts, counting and numbers. These skills rise out of a child's early abilities to do matching, sorting and grouping of objects by attributes. It is also about the building of mathematic vocabulary that children learn before they can ever do complex operations such as adding, subtracting, multiplying, dividing and figuring out algebra. Children learn all of these concepts by manipulating materials and through guidance from a teacher that helps them make sense of numbers, groups and aspects of things to do with shapes, special relations, comparisons, patterns and measurement. The child needs the freedom to learn early math through play. All of the emerging mathematic skills learned before primary are crucial for success in school and life.

Early math skills are also supported by great teacher and peer interactions that focus on mathematics. Children need planned and teachable moments to see and interact with numbers, shapes, colors, sizes, etc. through concrete objects. Just like with learning letters,

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children can't be expected to copy and write numerals before they understand about numbers of objects. If they are made to write numerals by copying a teacher's work, they will have difficulty feeling competent in math. These early expectations can cause frustration and prevent children from truly building a strong foundation for learning about math. Planning for and intentionally pointing out math in the daily routine is so important.

Emergent mathematics is best organized into six competency areas that include:

- Counting and numbers;
- Matching and sorting;
- Organizing and categorizing;
- Patterning;
- Measuring and time;
- Geometry or shapes.


As with literacy, it helps to have a graphic way to recall these six skill areas. The following stack of blocks may help:





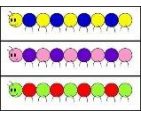

How do You Promote Emergent Mathematics?

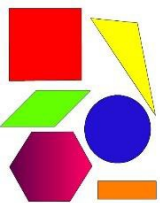
Below is an explanation of each skill area with things you can do to promote emergent mathematics in the curriculum:

Math Component	Child's Skill:	Ways You Can Promote
Numbers and Counting	Child's knowledge of numbers through one-to-one correspondence, quantity, order, ways of representing numerals, and counting.	Label the place where toys go back with a picture or shadow drawing. Then children can return to spot and demonstrate matching one to one. Use every opportunity possible to help

	<p>Indicators:</p> <ul style="list-style-type: none"> ✎ Child can match things one-to-one. ✎ Child can count to ten or higher. ✎ Child can point to and then name some numerals correctly. ✎ Child can tell if there is more or less when an object is added or removed from a small group of objects. ✎ Child can tell the difference between "some" and "all." ✎ Child can use number words to describe "how many" ("four friends"). ✎ Child can match up numerals (1,2,3 etc.) to sets of objects (three leaves). 	<p>children learnt to count in fun ways. Some very practical ideas include:</p> <ul style="list-style-type: none"> • Read counting books or count the items on a page with the children helping. • Sing counting songs or rhymes. • Use choice play time to encourage and make counting happen (count the blocks in a tower, dishes at table, crayons, paint brushes, chairs, friends). • Use transitions as a counting time (always have children help you count out loud the number of friends in a line, count how many children are wearing a certain color, sing a counting song, show who is first, second, third, last in the line). • Encourage children to count for meaning (how many chop sticks do we need at snack? How many RMB do we need to buy the food in restaurant play?). • Provide many games and collections of counting materials for children to play with independently at the math area. • Teach with math activity cards during different parts of the day and put out the activities for play at Choice Play time. • Display large numbers in the room at child's eye level. • Count with children and then write the number on a chart or point it out on the wall. • Make simple graphs with children (graph how many like bananas, apples or grapes the best...then count and write the numeral under each graph line up). • Help children write numbers to represent their plays such as asking, "How many animals are in your village? Eight, well let's make a sign with the numeral 8". • Read number books that show the numeral in print. • Notice numbers by pointing to them in the environment when you talk about how many objects. • Display meaningful numbers that children come across during play and talk about it at review or closing groups.
<p>Matching and</p>	<p>Child's ability to distinguish between alike and different</p>	<p>Use collections of everyday objects in the child's life for sorting, comparing and</p>

<p>Sorting (Cont'd)</p> 	<p>objects and to sort them according to one or more attributes.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ❖ Child can match alike objects. ❖ Child can sort objects into groups using one characteristic. <p>Child can regroup items with different attributes. (Example: child sorted by color and can re-sort by shape)</p>	<p>measuring. Examples include:</p> <ul style="list-style-type: none"> • Things from nature (leaves, flowers, rocks, shells, beans, fruits and vegetables); • Collections of small pieces like bottle caps, buttons, coins, screws, bolts, office supplies (paper clips, rubber bands, paper, etc.); • Toys that have colors and shapes; • Manipulatives that fit together and come in many pieces. • Children (use their attributes of the day like clothes, shoes, bags, etc.); • Things on the playground; • Foods for snack or meals. <p>Use everyday opportunities during groups, play and transitions to help children sort, compare and match. During play, scaffold learning by asking children to match the like things.</p> <p>Represent comparisons with simple graphs that show children how to measure groups and describe with comparison words (like: more/less, empty/full, tall/short, small/large, etc.).</p>
<p>Organizing and Categorizing</p> 	<p>Child's ability to organize items by function, type or order items into categories.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Child can put items together by function or type such as: fruits, vegetables, things with wheels, wild animals, pets, etc. ➤ Child can tell how items are organized. ➤ Child can identify the categories of objects. <p>Child can seriate into order (little to big, short to tall, short</p>	<p>Offer many ways that children can put objects into sets.</p> <p>Put a variety of objects out in baskets for children to place into categories. Use real objects, when available, such as fruits, vegetables, leaves, nuts, shells and things from around the house.</p> <p>Ask children to tell you how they decided to group the objects.</p> <p>Line children up little to big when transitioning to outside time. Point out the order or have them help to get in the line that way.</p> <p>Have them seriate items in many ways such as: tall to short, long to short, thin to wide, etc.</p> <p>Use descriptive words to help children put</p>

	to long).	things into groups or order. Use math learning activities to emphasize skills.
Patterning 	<p>Child's ability to understand and make patterns.</p> <p>Indicators:</p> <ul style="list-style-type: none"> Child can identify patterns of objects, starting with simple (AB,AB) to more complex patterns (AAB, AAB). Child can copy patterns. Child can extend patterns that are already started. <p>Child can make his or her own patterns with objects.</p>	<p>Introduce patterning with the children's shoes during group time. Have children take shoes and make pattern of one up and one sideways around the mat. Tell them that they made a simple pattern in that it repeats the same way (up, side) over and over.</p> <p>Help children make patterns during play with dishes, blocks, beads and other things of color and shape. Encourage children to make patterns in the math or construction center with a variety of materials.</p> <p>Use transition times to make patterns with children by different attributes.</p> <p>Have children collect things found in nature near the class like rocks and leaves to make simple patterns. Talk about patterns.</p> <p>Use simple math activity cards to introduce patterns.</p> <p>Use movement to extend patterns (stomp, stomp, clap...)</p>
Measurement and Time 	<p>Child's ability to measure things and to begin to understand simple concepts around time.</p> <p>Indicators:</p> <ul style="list-style-type: none"> Child uses common objects to measure space. For example, child uses shoes to measure length of mat. Child can use measuring stick to find out the size of objects. Child references time concepts in conversations such as yesterday, today and tomorrow. Child knows correct day of 	<p>Use descriptive language and build curiosity with children about measuring. For example, while they are constructing in the math center, ask them how long they think their structure is.</p> <p>Encourage children to measure using common things in their classroom. Ask things like, "I wonder how many of your hands it will take to measure the length of this paper?"</p> <p>Give children measuring instruments and help them read the numbers and lines on them.</p> <p>Talk about time concepts during mat time every single day. Use words like yesterday, today and tomorrow, as well as days of the week, to reference when events happen.</p>

	<p>theweek.</p> <ul style="list-style-type: none"> □ Child can name all days of theweek. □ Child knows order of events ondaily schedule. 	<p>Use songs to teach days of the week.</p> <p>Notice when children refer to time concepts duringtheir play and conversations.</p> <p>Refer to order of events on the daily schedule aschildren transition from one thing to the next.</p> <p>Make graphs of theme items and have childrenmeasure the length of the bars.</p> <p>Use simple games with learning activity cards to learn measuring and time in fun ways that go with the theme.</p>
<p>Geometry and Shapes</p> 	<p>Child's ability to understand ideasabout shapes, size, and special relationships.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Child can find and name basicshapes (mat, square, triangle, etc.). ◆ Child uses shapes during play toconstruct or create. <p>Child can move objects around and describe where they are inrelation to each other with prepositional words like: over, under, in front of, behind, beside, between.</p>	<p>Provide many materials that have shapes. Somecommon materials may include:</p> <ul style="list-style-type: none"> ▪ Shapes in art on display; ▪ Books about shapes; ▪ Blocks of various shapes; ▪ Dishes and pretend materials; ▪ Art materials for making both 2 and 3-dimensional shape representations; ▪ Games with shapes on a board or shapes tofit into a container; ▪ Shape puzzles; ▪ Outdoor equipment with shape like hulahoops, balls, climbers. <p>Point out shapes in all areas of the environment suchas:</p> <ul style="list-style-type: none"> ▪ See that tiles are rectangular or square; ▪ Tables are rectangular or circular; ▪ Outdoor equipment and materials havevarious shapes. <p>As children play, ask them about shapes and point outthe shapes of their toys and art creations.</p> <p>Have children hunt for shapes as they</p>

		<p>transition.</p> <p>Put shape activities out in the math area for extending the experiences.</p> <p>Draw shapes in the dirt with sticks.</p>
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Webbing Theme Ideas

Start by choosing the theme and then web the ideas you want to offer to children. These ideas can be concepts about the theme that you want children to learn to include:

- Concepts about the theme that children can learn about;
- Toys and materials to add to each play area that will enhance learning around the theme;
- Special events to celebrate the topic;
- Ideas for small group activities that will focus on the goals and indicators featured for the theme.

Use a webbing form similar to below, that follow "Things That Go" theme. Change the circles to match what you want to plan for. You could even have two webbings for the theme:

1. Concepts, goals for development, stories and songs;
2. Toys and materials to enhance the play areas.



Webbing is a wonderful way to begin your planning process for each theme. After you web, then you can take the ideas and put them on a written planning form that you can find in the Resources section. Let's look into planning for all parts of the balanced daily schedule.

Planning for Each Part of the Day

Now let's take a look at how to plan for each part of the Daily Schedule from Mat Time in the morning through to the closing Mat. Being prepared will assure that children experience the most meaningful opportunities that are developmentally appropriate for both their age and their interest. Print out the planning form and think about how to plan for each part of your daily schedule as listed next.

Morning Mat

The morning mat time is an opportunity for children to come together and build a sense of community. Once the theme or topic is chosen, then think of:

- messages about the topic;
- questions of the day;
- books for read aloud; and
- songs to share during "gatherings" or mat times.

It would be nice if they support the theme, but not necessary. Young children like to hear the same books and songs over and over. Thus, they will enjoy having a few books that are about the same topic. Plan for some movement to music activities to keep children actively involved. These can be songs with motions, finger plays or marching bands with home-made instruments. Be sure you plan for lots of motions and movement to the beat as that builds mathematics and reading fluency skills.

As you plan for mat time read alouds, think about books you can share that support the theme or topic. Always search for books that are available locally or found online. (Note the books quoted below are from Leg Up 4 Literacy for illustration only.) List several that you plan to read interactively to the group. Be sure to read them ahead of time so you will know the text and think of what concepts to point out to children before, during and after you read. See below for some reading aloud tips to help you with storybook reading:

Tips for Reading Aloud to Children

Before Sharing of the Read Aloud

1. If this is first time for a new book, tell children that you will be sharing a story with them as you show the cover of the book.
 - Remind learners of the rules for showing respect during a read aloud time.
 - Notice out loud when children are following the rules. Notice with praise if they raise their hand to speak and if they listen quietly.
 - Introduce the book by showing the cover and asking questions about the cover.
 - Show learners the front of the book before reading.
 - Ask children what they think the book may be about by the illustrations on the cover or title page. Help learners to make predictions about the story.
 - Read the title of the book. Point to it as you read.
 - Discuss the author and illustrator of the book. Ask children questions about the pictures.
 - Ask learners to guess what might happen in the story.

- Invite the children to listen and see what will happen.

During Sharing of the Read Aloud

1. Share the story with the children.
 - Hold the book open so that learners can see the pictures.
 - Make eye contact with the children as you read.
 - Read clearly and slowly. Change your facial expressions and tone of voice to show feelings and emotions in the story. Change your voice for the different characters in the book. This makes the story come alive and more fun for children. Pause when appropriate to create suspense.
 - Read the punctuation. For example, pause for a comma and get louder and excited when there is an exclamation point.
 - Run your finger under the text and pause at the end of sentences.
 - Ask children to look closely at the illustrations to help them understand the story and make predictions about what might happen next.
 - Repeat interesting words and rhymes while reading.
 - Pause and wait so children can say the word that ends a repetitive or predictable phrase.
 - Stop to ask thinking questions such as “What might happen next? Where did he go? Why did she do that?”
 - Make a prediction like: “I think the bird is going to meet a friend.”
 - Make a connection to the life of children or yourself: “Last week I heard two birds singing outside our class, did you?”
 - Stop and ask connection questions when you come to a place in the book where learners can relate what is happening in the story to their own life, another text they read, or other things that are happening in their school or community.
 - Ask questions about characters and situations as they occur, like: “I wonder why the bird did that?”
2. Identify and define new vocabulary words. Relate the book to your theme if there is a connection.

After Sharing of the Read Aloud

1. Check to see if predictions were right. Praise those children that did the correct prediction.
2. Ask learners some questions about the story to check for recall. (Only if attention span is still good.)
3. After you read the book, put it a place where children can look at the pictures and text to extend their experiences with the story such as in the Literacy Area for more exploration and extending in creative ways or sharing with a friend...Build a love for reading with very interactive reading aloud!

Back to planning for the Mat: Next think of songs that might also go with the theme. Finally, think of any whole group activities that you want to do during the mat time. List these all across the days in the box for mat. As an example only, see the plan below for Morning Mat Time using the “Things that Go” theme. Remember that mat or large group time must remain short enough to match the children’s attention span (10-15 minutes). Now write in your plan for the Morning Mat Time or large group gathering that starts your day:

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song</p> <p>Share a story on "Things that Go" (Transportation). Introduce the theme by asking children how they get to school. ("Do you ride in a bus, car, bike, or walk?")</p> <p>Sing "Wheels on the Bus" song. (Or any other theme-based song.)</p>	<p>→ Share a theme-based story.</p> <p>Ask what kinds of "things that go" do they see every day.</p> <p>Play "Land, Sea, or Air" game while you name things that go, have the children yell out where.</p>	<p>→ Share a story about walking safely to school. Act out cars and trucks that zoom and role play safe walking to school. Ask children if they feel safe on their walks to school? Are they practicing safe walking skills? (Look both ways before crossing the road, hold hands). Sing a song about walking to school.</p>	<p>→ Share a theme-based story.</p> <p>Play Zoom, Zoom Go to Beep, Beep Stop Game. When you say zoom, children move around the circle. When you say Beep, children must stop and freeze.</p>	<p>→ Share the same theme-based story.</p> <p>Sing "Wheels on the Bus" & "Walking to School". (or make up a song if you don't know those.)</p> <p>Ask kids to help you make a chart with a list of "things that go". Put the chart in the art area for them to draw the things.</p>

Planning for Play

The planning for play time is used for introducing new materials that will be available during Choice Play. When you have new materials to go with the theme, use this small block of time to show the children all the new things that are out for play center time. Walk around the class and have children demonstrate, with teacher help, how to play with the games or items. After children learn how to play with the new materials or games, then the children choose what area or center that they want to go to first during choice play time. This is also a time for children to tell you where they want to go and play. Young children may just point at first and older children can even make a plan for what they want to make or build. Planning for play helps their brain to grow and gives a sense of accomplishment as they act out their plan. For example, here are some things you could write out for planning around the sample theme:

Planning for Play				
Show children all of the new play materials and tell them how to safely use them.	Talk with the children about how they take care of the newest materials with the theme. Spend time on the items that they had difficulty with on Monday.	Challenge the children to act out walking to school safely and have them go to their play areas that way. (Holding hands with a friend and looking both ways)	In the Maths area, add the classification game for "Sea, land or air". Remind the children how to play the game.	Because there are no new things added on Friday, consider encouraging children to choose a play area that they have not visited during the week.




Planning Small Group Activities




Small group time is teacher led and should be a very hands-on way for children to interact with and explore materials in a more structured way. Small Activity Groups is a great time to plan an activity that will support skill development for a few competencies chosen for focus during the week. Be sure that each week you plan for at least one emergent literacy and one emergent mathematics activity while each day should have a small group planned.




Always prepare for the learning activity by gathering materials needed, planning for the developmental levels of the children in the group and having enough materials for each child to hold. Being prepared ahead of time will make the day flow better and prevent children from having to wait while you gather materials. When children wait, behavioral issues can arise. Being prepared will also allow you to know what competencies and indicators to observe for assessing children's skills.




If you have a helper teacher, that teacher could do Maths group while you do Literacy and then switch the next day. Then you could do something special like Science or Social Studies groups or a field trip on Friday. Working in small groups allows children to have more experiences, manipulate materials and learn more. This allows them to talk and explore more than being in a large group. Also, that helps you to have enough materials for each child to have something to touch, hold and explore more freely during small group time.

Use a small group planning form before putting your small group ideas on the Weekly Planning Form. The KIDS section of the form needs to coincide with the domains, goal # and indicator letter. There is one form for Emergent Literacy or Mathematics and a separate form for Science or Social Studies. You can find 33 more Small Group Forms in the Resource section. Here are some examples of each kind in each of those content areas:

Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Shake the Beat
KIDS	COMMUNICATE- 3 b & d <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Domain Goal # Indicators </div>
Materials 	<ul style="list-style-type: none"> Plastic water bottles with tops (one per child in group) Funnels (make with paper if not available) Locally available materials (beans, shells, rocks, sand)
Steps	<ol style="list-style-type: none"> Gather children in a circle and tell them that they will be making shakers for making music. With each child having a bottle, let them choose the materials to put in their shaker. Have friends help each other in pairs. One can hold the bottle and funnel while the other friend fills the bottle. Praise the children for their work. Let each child shake their bottle to some local music. Other children can use their hands to dance. <p>+Literacy Link: Auditory listening and making sounds is a beginning to phonological awareness or hearing and distinguishing sounds. As children work together in pairs are they asking for help in sentences?</p>
Observe 	<ul style="list-style-type: none"> Watch to see if the children are asking questions and helping each other. Stretch the activity to have children close their eyes and try to recognize their shaker when hearing two different ones shaken.

Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Treasure Sort
KIDS	THINK-a & d
Materials 	<ul style="list-style-type: none"> • Objects gathered from around the classroom with different characteristics like sizes, shapes (buttons, rocks, toys) • Small treasure chest (if available) • Containers like baskets, bowls or jars
Steps	<ol style="list-style-type: none"> 1. Let's take a look at the treasures here in our chest that have come from our classroom. Make it a big deal as they discover the treasures. 2. Then put out some other containers and put out a few. 3. Then ask the children to sort the treasures that are alike into the containers. Let them use their own way of sorting. 4. Then give praise and notice out loud how they have sorted. 5. Next challenge them to sort a new way...maybe by color. 6. Keep giving new ways like: by shape, function, etc. <p>+Making Maths: Sorting and categorizing comes after children learn to match alike objects. It is the beginning of mathematical thinking.</p>
Observe 	<input type="checkbox"/> Watch the ways the children sort. Help some if needed to think through how the items go together. <input type="checkbox"/> Put this same activity in the Maths or Bits & Pieces Areas for more.

Science or Social Studies Small Group Form(underline one focus)	
Title 	Life in a Bottle
KIDS	THINK-10b & h
Materials 	<ul style="list-style-type: none"> • 2-liter soda bottle • Scissors • Soil and gravel (small rocks) • Small plants or seedlings • water
Steps	<ol style="list-style-type: none"> 1. Cut the bottle into 2 parts at ¼ up from bottom. 2. Cut 6 vertical 2.5 cm slits, spaced evenly around the cut, in the top portion where it was cut. 3. Fill the base with gravel and soil. 4. Put some plants with roots in the bottom section in the soil. 5. Water the soil and seal your plants by replacing the top portion while fitting the slits down over the base section. 6. Place in a well-lit area, like a window. 7. Observe your terrarium for several days, looking for growth. <p>Share the Science: All the things that a plant needs to grow (soil, food, water and sunshine) are being provided by you. When you sealed the bottle, you created a self-contained environment that will help your plant grow and stay healthy.</p>
Observe 	<input type="checkbox"/> Ask children what plants need to grow strong. <input type="checkbox"/> Over time, see if the children are continuing to observe and care for the terrarium.

Science or Social Studies Small Group Form(underline one focus)	
Title 	Helpers in Our Town (Village) Tool Match
KIDS	THINK-6c & f
Materials 	<ul style="list-style-type: none"> Pretend clothes and/or hats of the helpers that are in your town or village (Fire person, police, minister, banker, etc. from your town) A variety of tools that these various helpers might use to do their jobs (Borrow some from parents the week before)
Steps	<ol style="list-style-type: none"> Take your group to the Family Area for this small group activity. Have the tools and pretend clothes out with each in separate piles. Have two friends go up together and one friend chooses a hat or special uniform. Then the other friend must look for a tool that goes together Notice out loud and ask the other friends in the group to give a thumbs up if they agree or down if they do not. <p>Share the Social Studies: Let the children talk about the helper they chose and why. Ask if the other children know such a helper. Connect that to the roles of the various helpers. Make sure the children know how important those roles are for the community.</p>
Observe 	<input type="checkbox"/> Notice if the pairs of children are able to make the connection of helper to tool. <input type="checkbox"/> Check to see if each understands the roles of helpers in their town.

These will work with the “Things That Go” theme:

Small Group Activity				
Literacy: Match the beginning sound of transportation with the correct vehicle. Each child either holds a vehicle or letter and they pair up by finding the friend with the correct match. Point out the letter and sounds.	Maths: Take the children outside near the road (carefully). Have them count the vehicles and name the different kinds as they go by. Then go back inside and make chart with them that compares the kinds of vehicles seen.	Literacy: Play the listening game, “Zoom and Beep”. Tell children to pretend to be a thing that goes. Quietly get them to listen to you and when you say, “Zoom, they go like their favorite vehicle. If they hear “Beep”, they stop.	Maths: Count the wheels- Show some pictures of cars, buses, large trucks, and airplanes. Have the children count the wheels. Then ask them to sort from least wheels to most wheels in a row.	Social Studies: Special Walk- Take a walk around the neighborhood or village with some parents helping to hold hands. As you walk around, talk about the things they see that go. If you live near a boating area, walk there too so they will see a variety of vehicles.

If you teach alone, you could pull some children aside during choice play time and work with them at a table or in an area. Or you could have 2-3 small groups at tables with children working independently some. This is not ideal because the children tend not to stay on task as much without an adult. However, the important thing is to make sure you are offering activities in small groups with developmentally appropriate, well planned out activities. Also, consider asking some parents to help you with small groups as well. Remember to keep

small group times to a manageable 20 minutes to make sure children stay engaged and attentive. When children work in small groups, the benefits are huge. Learning and school readiness both grow with small group instruction.

Outside or Movement

Plan for a game or movement activity to challenge children physically, on most days. If the weather is good, play outside. Think about the physical skills that you want to emphasize. Be involved with the children outside so you can model how to play the game and watch for children that may need a little extra help to achieve their physical skills. Here is an example of planning for movement or outside that goes with our theme:

Outside/Movement				
Tell the children to run fast like a car when they go outside.	Takeoff and Landing...have children pretend to be airplanes. Talk about where they are going!	Hold Hands...Have children find a friend and walk together exploring.	Take the transportation toys from blocks outside for some play in the dirt.	Play Zoom and Beep game.

Closing Mat

Always use the end of the day to point out things you observed during that day. Point out the good behaviors such as cooperation, sharing or helping friends as you see them. Make sure that you notice different children throughout the week for special things. If each child gets notices, it will increase their self-esteem and they will be more likely to exhibit desirable or acceptable behaviors. Also, use this time to talk about the theme or share a story. Plan for the closing mat to be uplifting while connecting the playing to learning about the sub-theme. The end of the day song should always be the same, so it is predictable and builds a community of caring children that love school!

Take a look at suggestions that would work for the "Things that Go" theme. Keep in mind that you will use real examples of children sharing or drawing, etc. This is strictly an example...make it your own:

Closing Mat				
Talk about their day. Point out and thank the children that shared the cars and new toys in the block center. Ask children to look for "Things that go" on their way home. Sing goodbye song.	Sing a theme-based song. Talk about how you noticed them being airplanes outside. Remind them to keep the water in the large bowl at discovery. →	Notice how they all were very good friends today. They shared, cooperated and held hands. Sing a friendship song. Share a theme-based story. →	Congratulate the children that helped and followed rules today. Let the children talk about how it felt to play with toys from inside while outside. Play a quick Zoom and Beep game. →	Read the same theme-based story. Make a chart as children tell you some things they saw on the walk today. Wrap up the theme with safe walk rules. Ask them to walk safely on their way home. →

Special Events

Use the special events section of the planning form to plan for a special celebration or ways to invite parents to volunteer. It can be used in any way that works best for your team. Some examples may include:

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- Parties or events that celebrate;
- Field trips or walks for learning;
- Cooking to go with theme;
- Parent volunteer needs (such as to help with small group, send something to preschool or to chaperone a walk).

Special Events/ Parental Involvement				
Share this week's schedule and "Market" theme with parents.	Share this week's schedule and "Market" theme with parents.	Ask a parent that works at the market to come in and talk about their job.	Let children share the things they bring in from the market.	If you have enough parents, take a field trip to the market.
Ask parents to take their child to market with them. And ask children to bring in one item they bought to share with the class on Thursday.	Ask parents to take their child to market with them. And ask children to bring in one item they bought to share with the class on Thursday.	Remind the class to bring in the item they bought at the market tomorrow to share with class.	Be sure to point out one good thing that their child did as they pick up.	Ask parents to let children help prepare meals together this weekend with produce from the market.

Choice Play

Plan for the experiences that will support the theme through play. Think about materials that you can add to the Play Areas that will allow children to play with a focus. For example, if the sub-theme is "Animals", then think about adding animals to the Block Area so children can build habitats for the animals. Also add pictures of animals to the Art Area so they can be encouraged to draw, mold or paint animals. Then put books about animals in the Literacy center along with animal puppets. Add names of animals with pictures at the writing table. For Pretend Area, add stuffed or puppet animals for the children to act like animals they know or some egg crates for pretending to gather eggs. Write down the added materials you need for enhancing the centers to match the sub- theme. Animals is one theme.

Since our theme here is not about animals, let's take a look at how you could plan for your Choice Play Area Enhancements with our sample "Things that Go" theme on the next page:

Blocks	Family	Literacy
Have the children create roads, train tracks, bridges and waterways. Put out small home-made cars that you can make from water bottles and caps for wheels. Make boats and airplanes too. Add some blue paper or cloth for water.	Create a car, bus or airplane by adding a large cardboard box and some things from art to decorate the box. The children can pretend to drive the vehicle. Also, put backpacks and shoes for them to pretend to safely walk to school each day.	Make and place pictures of "things that go" and put them in a basket. Children can take turns naming the thing that goes with a friend. Have some letters out for matching the beginning sound letter with the transportation picture. (For example, have a C for car, B for bus, A for airplane, S for ship all available on the table.) Put theme-based books out in the soft area for reading during play.

Maths/Bits and Pieces	Discovery	Art
Have some pictures of transportation items in a basket on the maths table. Make a chart with Land, Sea, and Air boxes that also have pictures of a road, river or ocean, and the sky. Have the children sort the pictures or real toys into the correct group. (This can be introduced first during small groups.)	<p>Collect or make a variety of plastic or wooden vehicles. Place the vehicles in a basket in the discovery area.</p> <p>Have a large bowl of water, one with dirt and a white cloud out so children can play and move the things that go around.</p>	<p>Put out paper, crayons, and paint.</p> <p>Encourage children to draw their home in the village or neighborhood.</p>

Notes for Adaptations to Support Children with Differing Abilities

This section is important if you have children in your care that may have a developmental delay, physical or sensory disability or a behavioral or emotional need. You can use the space to put down any notes to remind you to give a little extra care or to adapt the environment or activity to support a child. For example, if you have a child that has a physical disability and needs a walker to get around, make sure you make a note to adapt the space between activities in the play areas so that the child can easily ambulate around the added materials for the theme. Another example would be to make sure a child with a hearing impairment sits close to hear a story. Please do not put names there if your plans are displayed or shared with families. This will protect the confidentiality of children and their families.

There are 12 themes in the Resource section. They have followed these planning steps and should work in most classrooms. However, you know your children best, so feel free to adjust them to fit the needs and to be developmentally appropriate for your group. Some of your preschool classes may have mixed age groups from 3 up to almost 6-year- old's; while others may have only one age. The KIDS menu of goals and indicators are set up to help you plan around the ages and stages of either. Also, many of you may only have materials from nature and a limited supply of storybooks. Thus, it is important for you to make adjustments based on what is available in nature, local markets and in the homes of families. Adjusting the weekly plans according to ages and resources is perfect. Most importantly, have fun with the children and remember that they learn best through play.

A Day in the Life of a Preschool Teacher

Now that you know all about setting up your classroom for play, keeping a balanced daily schedule and how to plan around themes, perhaps you are wondering what a typical day in the life of a preschool would be like. Let's walk through a typical day in a developmentally appropriate preschool classroom. This is from your perspective to give you an idea of your roles.

Preparing for Your Day

Your day actually begins the day before, or in this case on Friday, as you will have a much better day if you are prepared. Spend the extra hour after children leave to make sure you are ready for the next day by doing these tasks:

Make Play Areas Inviting

Check to make sure the children returned all materials back to their places in a neat and orderly fashion. Clean up any paints or glue to make sure they stay fresh and inviting. Make sure the theme-based materials are nicely organized and displayed in a way that children will know the theme as they walk in the next morning. Also, if this day is Monday, put your goals and indicators on the wall near the play area where you are most likely to see those indicators for success. Tape them up at your eye level when sitting with children. This is for you and your partner and should change weekly to match the written weekly plan.

Look at Weekly Planning and Prepare for Each Part of Daily Schedule

Look over your weekly plan to begin preparing for each part of the day. For Morning Mat, gather the storybook you plan to read and any other theme-based content items to share. Use a basket to gather some of the new materials to introduce during Planning for Play. Look over your Small Group plans and gather the materials for both groups. Perhaps put them up high near where you plan to host the small groups so that you are ready, but children know that those materials are off limits. Gather any equipment that may be needed for outside or movement time.

Review Observations of Children

Use the end of day to reflect on how children are doing with skill development. Focus on your chosen goals and indicators. Write down any notes for children that may need some additional support through scaffolding. Check off any accomplished goals and put them in each Child Portfolio.

Welcome to Your Typical Monday

Safety First: Check the playground and classroom for any hazards. Make sure everything is safe and ready for children.

Greet the Children Individually: As children arrive for the day, greet them by name and offer a warm greeting such as a high five, fist bump or hug (their choice). While only a few are there, invite them to choose a quiet activity such as reading a book, playing with a puzzle or tinkering with Bits & Pieces. Make sure they know that only the quiet activities are allowed until the rest of friends arrive and Morning Mat time begins. They should know to put the quiet activities back exactly like they were when you give a musical instrument signal that Morning Mat will begin in five minutes.

Morning Mat should always begin with the same good morning song. Then have a morning prayer. Next talk about the theme for the week. Tell children a couple of content things about the theme. Sing a song or introduce a fingerplay that goes with the theme. If you have time, give a couple of reminders about behavior or let a few children share something quick about their weekend.

Planning for Play is next. If possible, divide the children into two groups and have a partner or parent volunteer take one group. This is a time to socialize the children toward any new materials that are out to support the new theme. This can be done in two different ways:

1. Take the children around the classroom with their hands locked together while they look at each area with you. This is like walking around in a museum or the palace. Tell them to "Just look while I show you our new toys for the week".

2. The other way is to bring some samples of the new toys over to your small group of children to show them the new materials. Of course, have those materials all ready to go in a basket or bag.

After the children know what is available to play with in each play area, they can begin to share their plans. There are many ways you can have them choose the play area. At the beginning of the year, they may simply point to where they want to go. Into the year, they can tell you and perhaps even draw their plan. By the end of the year, they may even be able to write some words to go with their plan if they are older preschoolers. Use props to help them plan and know when it is their turn. You could use a musical instrument to pass around or a pretend microphone. You could even use something to go with the theme like a toy car or a coconut. As long as children get to hold something as they plan, they will tend to be attentive and not have friends talk out of turn. As each child plans, they can get up and go get busy playing and working on their plan.

Choice Play in Areas can now begin. After the last child plans, you get up and walk around to see if your group is following through with their choices. Make sure they are playing with the new materials in safe and creative ways. Remember to notice out loud as you see them playing well. If any children are having some trouble being a good friend, sharing or caring, then you should go over and offer support. If the children are arguing or have conflict, remember to use the 6 Step Plan that begins with you approaching and creating calm. Look back at part 2 for more details.

As you go around, scaffold the play into learning. As you notice how children are playing, ask them open-ended questions like those on the "I Wonder If..." cards. Sit on the floor near the children and observe their play. Pay special attention to the chosen goals and indicators for the week. Try and scaffold those goals until you see children showing the indicators for success. Those that are struggling may need your tender support to practice. For example, if your theme is "Things That Go" then you will be looking for motor development as this is what was listed as the third domain, goal and indicator:

3. GROW-5(c, f): Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

This particular indicator may best be seen in the Art or Literacy Areas. As children use the crayons to draw their favorite vehicle, you can see if they are able to hold the crayon the right way and make drawings. You can also check for the indicators for this goal at the Literacy table as children may be trying to write some letters that you have out to match airplanes taxis, cars, buses/boats. Some children will be ready to write those letters. Others will need your extra support to know how to hold the pencil or crayon. Some children with motor delays may need for you to add a pencil grip to help them begin to hold the pencil in the pincer grasp. Be sure you go around to other areas and keep your eyes out to all areas for supervision. Choice play is a time that children can choose how they want to play and what materials they need.

Keep in mind that you will have to socialize the process of changing their plan and going to another play area. As they come over to tell you they are ready to go to another play area, you should go over to the area the child is leaving to make sure they have returned the toys and materials to their original storage spot and in a tidy way. Then the child can show you where they want to go next. Make sure there is space there and gently ask them what their

new plan is for play. This process will take much of your attention in the beginning of the term. However, children will catch on and be able to self-manage this after a month or so of your intense and persistent involvement. It is worth the investment of time and attention to keep the environment calm and keep children engaged in playful learning.

Allow choice play to go for at least an hour or more. Use faka'apa'apa to give children plenty of notice that choice play time will be ending. When it is five minutes before tidying up time, walk around the room using a prop (musical instrument, bell, puppet) to announce that they have five minutes until tidy time. Then do that again with two minutes. When the tidy time arrives, sing a song about cleaning up so that all children know it is time to stop playing and work cooperatively to tidy up their play areas. As you sing the song, stop and notice out loud in a complete statement, when children are tidying well. Be patient with them, especially during the first part of the term, as they are basically still young and don't know much about how to be good citizen in a preschool. Always notice when they are making good choices.



Tell the children to meet you at the Mat when they have finished cleaning up. Be ready for them and you can do a transition activity while they gather. Sing a waiting song starting out with normal singing and get quieter and quieter until you and the children are whispering the song. One that works well is to sing this to the tune of Frere Jacques:

We are waiting, We are Waiting.
Yes we are, Yes we are.
Hurry and get ready. Hurry and get ready.
Right now. Right now.

Small Group Activities are next. Divide the children into their 2 small groups again (keep the same groupings from planning for play for a few months as children get used to the schedule). If possible, let your partner or a parent volunteer take one group and you lead the other. If you don't have any help, consider putting the children at the tables that are in the play areas separately and get each group started with your directions. Then float back and forth to support and scaffold the learning.

This is the time to do your planned Literacy, Math, Science or Social Studies activities. Make sure the activities support learning about the theme or a skill that you are aiming to see accomplished. Be ready with your materials organized. When children have to wait, they tend to make behavioral mistakes like bothering friends. Be sure each child has something to hold and explore as well. If they are using their senses, the learning is sure to stick.

Keep your small group activities developmentally appropriate so that children can work in their Zones of Proximal Development and you can move them up in readiness. Use real objects from nature or available locally whenever possible. Then children can do the same meaningful play at home as well. Remember to keep the time to about 20 minutes to also keep children fully engaged and to avoid any behavioral mistakes. Small Group time should be very familiar to you and it is your time to lead the instruction. Right before small group activities end, let the children help by returning their materials to the containers.

Eating and Outside/Movement Time comes next. After they clean up, it is a great time to have one group go outside and the other one stay in to take care of toileting, hand washing and eating. Be sure that an adult supervises outside play while the one group is inside! The reason for splitting children for these two parts of the schedule is so that children will not have to wait too long in lines to wash hands or at the swing for a turn. Also, by keeping one group inside, you can spend time with them showing tauhi vā and bonding. As they sit down at a table to eat their snack or lunch, use that time to sit with them and talk about nutrition, manners and each child's life. After 30 minutes, the two groups switch places. If you have 2 teachers or adults, you should stay with your group and go outside for playground time. If you do not, then you will not be able to do this in two groups. This is not ideal so try to have a parent volunteer for this time. It will lead to so much peace and learning time for the children and you!

Closing Mat is a time to wrap up the day. It is a perfect part of the day to recognize great behaviors, engaged play, sharing and caring, or special accomplishments. Children crave attention and this time of the day is a great time to recognize their show of Tongan values. Bring the children together on the Mat with a song. Then show or talk about some work that was done in that day. Read a storybook next. Then talk about the next day. Remind them about any special events scheduled for the next day. (Also remind parents that pick up or call those that do not but are volunteering the next day for an event.) Then end your day with a short prayer and a goodbye song. Perhaps combining the two into a song to end the day. Wish children well as you say goodbye.

If your day does not end until later, then move into rest time. Be sure that you rest some and have a break from children to refuel for the afternoon. In the afternoon, it works well to start again with Mat Time and a good read aloud. Then move into Planning for Play and then Choice Play time again. Instead of small groups for all, use this time to pull over a few children to work on supporting skills or just to have a fun time with them. If your day is super long, consider doing some special crafts or spending extra time outside or with musical movement. Take time to help children learn Tongan dance. Make it special and fun for those children that have to stay longest. You can also use some time to prepare for the next day as your numbers of children go down.

Now we are full circle on your wonderful Monday with children. The cycle starts all over for Tuesday. However, the rest of the days of the week may have a little bit shorter Planning for Play as you will not have to introduce as many new materials. However, you should always introduce anything you add so the children will know how to use the materials creatively, safely and for learning through play. Most of all, enjoy every minute you can with your children. They are a gift, and your responsive and loving care is a gift to them.

Ways to Include and Support All Children

Some children in your preschool class will need a little extra support to be successful. This will call for some special adaptations on your part. When we open our arms and class to welcome all children, we are practicing inclusion. All children have a right to a quality preschool experience regardless of their abilities, ethnicity, gender or family situation. Inclusion simply means providing for all! See the definition found in the joint position statement by DEC and NAEYC.

However, serving children that are a bit different than your typically developing preschoolers can be a bit overwhelming. Fear not, instead be knowledgeable and caring. A high-quality preschool that offers DAP is the best place for all children to thrive. Let's look into some adaptations you can make for children that have some different abilities. With some responsive care and some minor adaptations, all children will feel welcome and included in your class. Making the following dozen kinds of adaptations or changes in practice, can assure that all children can enjoy preschool and successfully learn through play.

Adapt the Space, Materials and Equipment

What this looks like:

- Children with and without disabilities can gain access the classroom, materials and equipment.
- When needed, children are helped to gain access to and use materials in meaningful ways through teacher scaffolding and modifications.
- The teacher and any assistants set up the classroom areas and materials in ways that can be accessible to all children, and they dynamically organize the space, equipment, and materials to intentionally encourage children's independence and social interactions.

For example:

Preschool teacher Seiloni saw Mele, a 4-year-old child with Cerebral Palsy, use her walker to walk from the block area toward the art areas during choice play time. Seiloni intentionally prompted Mele's friends in the block area to clear the pathway to the next play area by removing some toys that were in the way. Then Mele could get to the art area with her own independence.

Other simple adaptations:

One basic environmental adaptation is to make walkways and doorways wide enough for easy access for wheelchairs and walkers. Grab bars can be installed in bathrooms and even in classrooms and playgrounds to allow children with motor difficulties to move around more independently.

- A student with poor eyesight or hearing difficulties needs to be seated near the blackboard or the teacher.
- Some children can't sit up at a table but can use a tray.
- Making a crayon or pencil larger by wrapping foam or play doh around it to be easier to hold.

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- Substituting a hollow ball or a ball made of foam for a regular ball so it will not be as bouncy or hard to catch.
- Giving a child markers rather than crayons if his/her muscle tone is low, so that s/he can write or color without having to press down so hard.
- Using a small paper cutter rather than scissors.
- Pre-cutting shapes for a craft project rather than expecting the child to do it him/herself.
- Putting knobs on puzzles made from sewing spools so that a child with limited fine motor control can still do puzzles.
- Children with low motor tone or use of muscles, may need adaptive seating to sit with all during the Mat Time.
- A child with no trunk control may need a flexible wedge to lay on so that hands can be free to play with toys.

Most of the environmental adaptations just take a simple analysis of the child's needs and a little creative thinking.

Stay Close and Involved in Peer Interactions

What this looks like:

- The classroom has opportunities for children to participate in activities and routines with their peers.
- Adults plan and implement daily social play and learning activities.
- There is a good balance between adult involvement and support for children's spontaneous social engagements.
- Teachers facilitate problem solving between children.
- Scaffolding is used to support positive, reciprocal, sustained interactions and relationships amongst friends.

For example:

Heimoana is a 3-year-old who is nonverbal and has a developmental delay. During Morning Mat Time, teacher Seiloni invited another child, Losela, to model for Heimoana the movements of a song. Watching Losela use her hands to form the movements of the song was an effective way to help Heimoana imitate, learn and perform the song movements independently.

Other simple adaptations:

- Think of different ways to group children so that the children that need a little help from a friend will have the opportunity and that all children can have time to work together.
- Consider pairs, small groups and sitting a child needing a little help beside an older preschooler that is willing to help.

Guide Children's Choice Play

What this looks like:

- Teachers show enjoyment and availability when engaging with children during play and activities.
- Children have many opportunities to decide on play areas, playmates and play schemes during choice play time and outside play.

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- Children are given many opportunities to make choices during activities and playtime.
- Teachers observe children’s engagement in play and consistently support play using individualized strategies such as verbal/nonverbal prompting, modeling, commenting or asking questions and working with friends.

For example:

Teacher Seiloni joined Fa’atua, a 4-year-old girl who was recently diagnosed with autism, during choice play. Tonatu used a visual activity board in the Family Area to help Fa’Atua act out the steps involved in cooking a meal for friends.

Other simple adaptations:

- Use creative ways to manage the choice play so that the children do not get too crowded in the play areas.
- Honor the choices that children make and then offer the support needed through a friend.

Help Children to Resolve Conflicts

What this looks like:

- Teachers have set clear rules and behavioral expectations that are consistently communicated to children to encourage positive social behavior and prevent conflicts.
- When children have difficulty resolving their own differences independently, teachers join children to listen to all perspectives, acknowledge their feelings and views.
- Teachers try to focus on helping children find more positive ways for negotiating their differences.
- Individual strategies are used to help children resolve conflict with friends and to generate their own solutions.

For example:

Seiloni observed two children on the playground fighting over a new toy. She invited the two children to consider more positive ways they could both enjoy the new toy. One of the two children involved in the conflict had a communication difficulty in expressive language, so Seiloni invited the children to look at some visuals that depicted possible alternative solutions. With Seiloni’s facilitation, the two children decided to take turns using the new toy by paying attention to an alarm clock that would indicate when to pass the toy to each other.

Other simple adaptations:

Use the 6 Step Conflict plan in part 2 of the curriculum. Be sure to check back on how children are handling their conflict and notice out loud if they are sticking to their agreed upon solutions.

Create a Classroom Where All Belong

What this looks like:

- Teachers work together to create a classroom community to which all children feel that they belong, regardless of their individual differences.
- Adults develop a sense of belonging by planning activities and creating opportunities to help children understand and accept individual differences.
- Opportunities exist for children to assume equal roles and responsibilities in the classroom.

- Teachers intervene to prevent bullying or persistent teasing between children in the classroom.
- Adults use positive and inclusive strategies for responding to children’s individual differences.

For example:

When a child asked Seiloni why another child was using a different type of spoon during snack time, Seiloni responded that children can use different spoons as they grow and learn to eat different foods. She showed all the children the many sizes of spoons she had available for their use. Seiloni showed examples of how younger children might need bigger or softer spoons and demonstrated how some spoons might be easier for some children to hold.

Other simple adaptations:

- Use the Tongan values to promote a community of learners.
- Gently discuss with your group when a child may need some help to access materials, play with others or just feel like they belong.
- Use guidance talks with individual children to help them know how to be a good friend.

Keep Positive Relationships Between Teachers and Children

What this looks like:

- Adults seek many opportunities during the day to engage in social interactions that are positive, reciprocal, and sustained. They show enjoyment when interacting with the children.
- Teachers are highly responsive to children’s interests as well as their emotional needs.
- Visual supports and additional classroom resources for supporting children’s emotional needs and development are used in the program.

For example:

When 4-year-old Lamani seemed reluctant to play outside because of the thunder he had heard earlier in the morning, Seiloni read a picture book with Lamani about thunderstorms. When they finished reading the book, Seiloni modeled for Lamani all the different things he could do if he felt uncomfortable while being outside on the playground. Seiloni’s shared reading activity and follow-up conversation helped Lamani feel better and encouraged him to join his peers on the playground.

Other simple adaptations:

- Try and notice the feelings of each child. If a child is upset, help the child to figure out why and offer loving support.
- Be responsive to individual children and your whole group.
- Promote tauhi vā with all.

Support all Attempts to Communicate

What this looks like:

- Adults are responsive to children’s-initiated communication.

- Teachers actively facilitate social communication with children using a variety of scaffolding strategies, including alternative means of communication systems.
- Visual supports, books, and classroom resources are used to support social communication.
- Teachers intentionally use alternative means of communication systems in ways that enable children to communicate and participate in classroom activities with their peers.

For example:

Seiloni showed 'Ana, the helper of the day, how to use picture symbols of available snacks to help Heimoana, a boy with a communication difficulty, choose his snack. As 'Ana went around the table verbally asking each child to make a choice between two snacks, she used two picture cards to help Heimoana make his choice.

Other simple adaptations:

- Find unique opportunities to help a child communicate better with friends. Notice out loud when that happens.
- Use sign language to help children with developmental delays. Make sure that you do this in group times so that other children can learn the sign language as well.
- Read storybooks with many large pictures to help children to learn new vocabulary with pictures.
- Sit children that have hearing or visual needs closer to you during group times.
- Use pictures as well as words during group times.
- Give instructions one step at a time rather than all at once.
- Give a child with disabilities a “helper” like another child or adult who can repeat instructions, as needed.
- Give children many opportunities to experience beauty through all their senses (touching water and sand, looking at rainbows, tasting different foods, listening to bird's chirp).
- Ask children to communicate what they like, dislike, and enjoy.
- Use actions, facial expressions, and/or words to reflect what a child seems to be communicating.

Adapt Mat Time and Small Group Activities

What this looks like:

- Children have opportunities to participate with their peers in planned whole-group and small-group activities.
- Adults use embedded strategies and adaptations of activities to support children's active engagement and participation while also meeting children's individual needs.
- Adults plan and monitor embedded strategies and adaptations to support children's needs and adjust activities as needed to encourage participation of all children in the group.

For example:

During a small-group art activity in which children were using paintbrushes to paint leaves they collected outdoors, Seiloni provided hand-over-hand assistance for Losela, a child with a fine motor coordination difficulty, to fingerpaint her leaves. The second part of the activity

involved cutting through paper to form different shapes, and Losela worked on one of her individualized goals that involved sorting out different shapes alongside her peers.

Other simple adaptations:

- Make sure that each child has something to hold and manipulate.
- If a child can't sit and attend through a group activity, provide an individualized activity near peers that can be done successfully. Like a child that has autism may get too excited and need his or her special quiet place to put on headphones and listen to calming music.
- Give some children extra time to finish activities.

Offer Smooth Transitions

What this looks like:

- Adults share responsibilities and flexibly adjust their roles to prepare for daily activities and promote smooth transitions.
- Adults collaborate to plan activities and supports for the whole group to ensure smooth transitions.
- Specific, individualized strategies (such as visual supports) are used for children who experience greater difficulty making the transition between activities.

For example:

Seiloni uses a soft musical tune to signal the end of transitions with the whole group. Mafu, however, requires additional support to transition between activities. Seiloni and her co-teacher created a picture schedule to go through with Mafu, who finds it very helpful to look at the visual symbols of upcoming activities before the end of each routine.

Other simple adaptations:

- Give children with delays or other needs some extra reminders before it is time to change activities.
- Let children help you with the props used to give notice when a transition is coming.
- Give some children a little extra time to tidy up.
- Always engage the child's senses when it is time to make a change.
- Try a buddy system for lining up or going from inside to the playground and back into the classroom.
- Use catchy songs and games for transitions.
- Sometimes a low and calm voice will help children that easily get over-stimulated. Try whispering instead of raising your voice.

Give Feedback Often

What this looks like:

- Adults give children sensitive, positive feedback (verbal and nonverbal) on their efforts, behaviors, and learning.
- Adults use different types of feedback (e.g., corrective feedback, positive reinforcement) to support important goals (e.g., positive behavior, learning, engagement).
- Adults frequently use feedback that focuses on children's efforts and the process of doing things rather than solely on their end products.

For example:

Seiloni observed Aisi, a boy with a developmental delay, working hard to solve a number puzzle during free playtime. Seiloni asked him how he was trying to figure out how to put the pieces together. When Aisi explained his strategy, Seiloni said, “I can see you’re working very hard on that puzzle and you are looking at how the colors match up.” Seiloni invited Aisi to share his strategy with his peers during circle time.

Other simple adaptations:

- Check out the 10 strategies for positive guidance in part 2 of this curriculum. Try those strategies with all children.
- Always notice out loud when you see the behaviors that are appropriate and desired.

Partner with Families

What this looks like:

- Procedures are implemented daily for encouraging bidirectional communication with families about
- children’s individualized education programs and progress.
- Staff are encouraged to participate in meetings with families.
- Families have opportunities to contribute information on their priorities.
- Families are invited to provide feedback on the quality of the program.

For example:

Each child has a communication book in which families and teachers can exchange daily messages, including private notes. Seiloni also uses e-mail daily to communicate with families. At the end of each day, classroom staff post messages about the day’s activities and children’s experiences on a white board outside the classroom to share with families. Seiloni’s program also provides support for staff to attend intervention planning meetings with service providers and families.

To exchange information on children’s progress with families, the program actively encourages families to participate regularly in progress meetings and shares reports of children’s progress that are parent friendly and sensitive to the cultural and linguistic diversity of families. Seiloni’s program also uses a system for identifying family priorities, concerns, and resources to assist with meeting children’s needs.

Other simple adaptations:

- Make sure that parents are at the table when you decide on the goals for children. Be sure that the interventions that happen in preschool are known by parents. It is also best if parents use the same techniques at home that are used in preschool.
- Parents are to be honored as the child’s first and most important teachers.
- Invite families to volunteer. If a child has some behaviors that need extra hands to handle, ask the family to volunteer and shadow their child for that extra help. Monitor though to make sure the child can fully participate with the parent there.
- Engage with families in many ways. Make them feel welcome and appreciated.

Monitor Child Learning

What this looks like:

- The program uses multiple assessment methods for monitoring children’s progress on individual goals.

- The program uses a combination of research-based formative assessment tools, observation notes, behavioral assessment checklists, and various other teacher-made assessment tools.
- An individualized intervention plan for each child with differing abilities is developed based on identified needs and specifies how interventions and supports can be embedded into classroom activities.
- All classroom staff have access to assessments, intervention plans, and progress reports from specialized therapists (if such services are available), and they use information for their own planning.
- Planning includes interventions that support children's needs in their home and community.
- Progress monitoring data is used to adjust interventions and instruction.

For example:

Seiloni was keeping a running record of Katherina's participation during story time to monitor her engagement following a recent embedded activity they had started implementing a few weeks ago to support her understanding of story facts. In her notes, Seiloni recorded that Katherina found it helpful to use story props to act out the story prior to and during retelling a story. She also noted that Katherina might need more frequent prompting by an adult to help her connect the events of a story.

Other simple adaptations:

- Use the KIDS early learning standards in the next part of the curriculum to monitor growth and development.
- When observing a child with delays, keep in mind that a younger preschooler's (36-48 months) indicators may be needed rather than the older preschool level, even if the child's age is above four.
- Children with developmental issues may need extra assessment with other tools that will help define goals that are on target for the child.
- Develop Individual Family Service Plans for the children that need extra goals and support.

One other element to mention when serving children with different abilities is to always think about the least restrictive environment in which the child can function with some adaptations like those listed above. Where would that little child be if he or she did not have any special needs? Also, what are the least intrusive supports that the child can use in a class with typically developing friends? You want the child to feel welcome and a sense of belonging. Functioning well with preschool peers with the least restrictive or even noticeable supports.

However, some children may have such profound disabilities that success in an inclusive classroom may be difficult. These children may require an aid or assistant to help them. Others may only do well for part of the day. Least restrictive means that the child needs to be able to access quality preschool activities. If a child presents with extreme deficits such as mental delays or their characteristics fall deep in a continuum of disability, then ask for some expert medical help to assess the child and offer suggestions. With the right supports, the child may be able to join in. A big flag is if the child takes up most of your time, then you

should ask for some expert advice. Most children will do very well in a developmentally appropriate preschool.

You can see that many of the above adaptations are things that are already emphasized in this curriculum for all children. If you are implementing this high-quality programming, you only need to make some sensible adaptations to meet the needs of those with varying abilities. Always start with a “Can Do” attitude. By looking for what a child can do instead of what they can’t do, you are well on your way to meeting their needs. Loving, responsive teachers that know development and offer developmentally appropriate programming are the best teachers for all children.

Give Extra Readiness Boost to Oldest Preschoolers

Most of your children will eventually be moving on up to primary school. Older preschoolers that will be going to primary school soon, may need a readiness boost before leaving preschool. There are many ways to accomplish this. It would be helpful to meet with a grade one primary teacher to ask what skills a child entering his or her class should have.

When children are getting ready for primary, many families wonder about academic skills. But self-care and social and emotional skills are important for school readiness, too. For example, does the child use the toilet independently? Keep in mind that 90% of teachers surveyed would prefer that children come to them with strong Social, Emotional and Self-Care Skills. Here is a global list of skills that most primary schools like to see in the children entering first grade. They want children to be able to:

Social and Emotional Skills

- Separate from a parent or caregiver without getting overly upset
- Interact with other kids
- Pay attention for at least five minutes to a task an adult is leading, like listening to directions for an activity or discussing the day’s weather during circle time

Self-Care Skills

- Use the bathroom and wash up on their own
- Get dressed on their own (but may still need help with buttons, zippers, and shoelaces)
- Know and can say their first and last name and age

Language and Communication Skills

- Speak in complete sentences and be understood by others most of the time
- Use words to express needs and wants
- Understand two-step directions
- Make comparisons and describe relationships between objects like big/little, under/over, and first/last

Emerging Literacy Skills

- Enjoy listening to stories
- Know how to find the first page of a book and which way to flip the pages
- Recognize familiar logos and signs, like stop signs
- Recite the alphabet and identify many letters randomly
- Recognize and try to write their own name
- Recognize when two words rhyme (like cat and bat)

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- Start to connect letter sounds to letters (like the sound of the first letter in their name)
- Draw a picture to help express an idea

Emerging Mathematics Skills

- Count from 1 to 20 without skipping numbers
- Match a number to a group of 10 or fewer items ("I see three cats")
- Recognize and name basic shapes (square, circle, triangle, rectangle)
- Understand more than and less than
- Arrange three objects in the right order (like from smallest to biggest)
- Name or point to the colors in a box of eight crayons
- Make patterns that are AB and more complex
- Can measure with tools
- Beginning to be able to add and take away with single digit sets (0-9)

Fine Motor Skills

- Use a pencil or crayon with some control
- Use scissors
- Copy basic shapes
- Make distinct marks that look like letters and write some actual letters, especially the ones in their name
- Put together a simple puzzle

Gross Motor Skills

- Run
- Jump with feet together
- Hop on one foot
- Climb stairs
- Bounce a ball and try to catch it

Helping children to be "ready" for primary school can be done in small groups. Use the last few months of the term to give a little extra time to support readiness. Start out with assessing where your oldest preschoolers are on the KIDS continuum (in the next part of the curriculum). Make sure their Child Portfolio is up to date. Then make a plan to scaffold their skills up from where they are and into the readiness range.

During choice play time, pull these oldest preschoolers out to work with them at the Literacy and Maths tables. Give them specific literacy and maths activities that will raise their abilities a bit. Work with them on the Emerging Literacy and Maths Skills by following the list of things the teacher can do to support growth. It may be tempted to use worksheets; however, children learn better through meaningful work. They will have plenty of time to use worksheets in primary. Keep working with them in DAP ways that are meaningful. Some examples of ideas to do with them that are meaningful are:

Letter Learning and Early Writing Ideas:

- Let children help you write lists for supplies needed for a project, children in a group, a menu for restaurant play.
- Have children write birthday and special celebration cards for family and friends.
- Go on a class walk and ask these children to write down a list of things they saw or the signs they saw on the walk.

- Encourage these oldest to write their plans for play. They can go over and copy the play area signs and then write words for the toys.
- Have them write descriptions or labels of their art drawings.

Maths Skill Promoting Ideas:

- Make simple graphs with children (graph how many like bananas, apples or grapes the best...then count and write the numeral under each graph line up).
- Help them make charts that compare things.
- Help children write numbers to represent their play such as asking, "How many animals are in your village? Eight, well let's make a sign with the numeral 8".
- Let them make pretend currency to use for Family Area shopping.
- Challenge them to do simple adding and take away with real objects from the Bits & Pieces area.
- Make graphs of theme items and have children measure the length of the bars.
- Play simple games using learning activity cards to learn measuring and time in fun ways that go with the theme.
- Help them play math games like Dominoes and card games (or others available locally or made by you).

Plan for Gentle Transitions to Primary

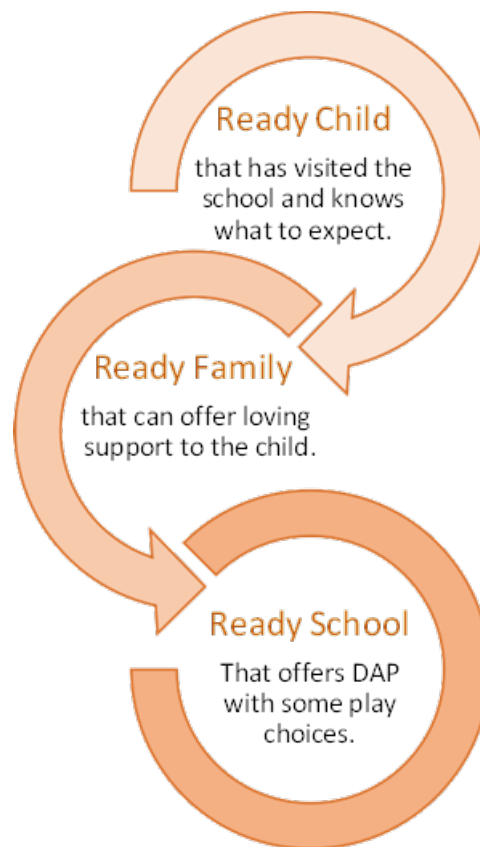
Children who have experienced a play-based curriculum wrapped in responsive and caring relationships often have a very difficult time making the transition to primary school. It is everyone's responsibility to get involved and make plans for these inevitable transitions by being gentle and supportive to every child. For that to happen, every player in the transition process must be ready. Those players include the child, their family and the new school where the child will go. As a teacher of young children, you have a distinct advantage of knowing how young children learn best. They need to feel a sense of belonging and they deserve to have some continuity from preschool into primary school.

All too often, children leave their preschool that has been so supportive through a loving, responsive teacher, an enabling environment and the opportunity to learn through play and go off to a new school and class that has very different expectations. The child that once explored with developmentally appropriate programming, now has to go to a classroom filled with rows of desks, chairs and a big blackboard up front. They have been accustomed to learning in fun ways that involve talking with the teacher and their caring community of friends. Now they are forced to be quiet and listen as a teacher does most of the talking and there are very few options for play.

Unfortunately, some children never even get to visit this new primary school before they are dropped off by their parents or siblings. However, you have the power to change that and make sure that your children do not experience this harsh change alone and without any orientation.

You can help set up a system for transitions that will help the child and everyone in the child's world to be ready for this big step. The process of transitioning should begin at least a few months before children have to report to primary school. Such a process will take some planning with the future school, some grade one teachers and the parents. Readiness for primary school is everyone's responsibility.

Successful coordination between preschool and kindergarten helps to lay the groundwork for a child's positive school experience. If this transition does not go well, children can be turned off to learning and school at an early age. By aligning standards, curricula, instruction and assessments between preschool and kindergarten, children can experience a seamless pathway which will set them up for future success. For transitions to be successful, three different entities must be ready. This graphic may help you better understand that readiness involves the child, family and the primary school.



There are some ways to make the process so much more child friendly. Below are some strategies to consider when planning for all parties mentioned above to be ready for the transition:

Child visits to the primary classroom. Set up times with the primary school for the children to go and visit a grade one classroom so they can know what is coming. After the visit, let them talk about what they saw. Give them time to discuss their concerns and things they are excited about.

You visit the grade one teachers. Offer advice on some child-centered and play-based learning options. If the grade one teacher can build in some play areas and DAP meeting spaces, that will help your little ones feel right at home.

Grade one teacher visits to the preschool classroom. This can help the primary grade one teacher to see how the children in your classroom learn. They will see how the play areas are set up and perhaps be a little interested in how they can provide similar experiences in primary school. Ask the teacher to stay after the children leave so you can have some

discussions about how both of you can make the transition gentle and successful. Possibly discuss ways the primary teacher may consider setting up his or her class to be more appropriate for the young child. Talk about setting up some play areas with manipulatives like those in Maths and Bits & Pieces Areas. Talk about spaces for read alouds or small groups to be held on a mat. Offer to help that primary teacher to be ready for your children. Finally, share the Child Portfolio with each primary teacher so they will have a jump start on the readiness level and scaffolding needs of each child.

Teacher home visits. If the primary teacher has the time to go and visit the children in their homes before school starts, that is a wonderful way to begin the trusting bond between the child, families and the new teacher. Also, if you have time to go visit families of the children going to primary, you could give the families some guidance on how to help their child be ready for primary.

Workshops and networking for parents of young children. Host some parenting sessions for the families of children heading to primary school. Give them some ideas on how to help with some readiness learning at home. Also give them a list of readiness expectations that you know the primary school may see as beneficial. Allow these families to talk with each other and to share their own fears and concerns. Perhaps some parents may have older children that are already in primary; thus, they can share what worked for them before.

Attendance at schoolwide events for families and children. Have family picnics, literacy day or even science fairs where all the children and families can attend and learn in a fun way. Also let families know about primary school events that they can possibly attend with their child.

Grade one orientation sessions before school starts. Push really hard for the primary school to consider offering an open house for children and families to attend and see what grade one will be like.

Parent-child learning programs held in schools. If you have the time or the new school has the resources, suggest that parents and children attend some informational meetings and share ideas.

Be there for your rising first graders with love and support. Use all four Tongan values to support them through this important time of transition. If you handle these suggestions with the utmost care, you're rising first graders will feel confident and so ready. We will end this part of the curriculum with a quote from a first-grade teacher that said shared this about making her classroom meet the needs of the youngest learners:

In my first-grade class, we very rarely sit at desks. We work in groups on the mat while interacting with concepts using real objects. I put the children in groups with differing ability levels and then they are able to learn from each other. This relaxed environment for learning, is also conducive for all modalities of learning styles and individual behavioral differences or deficits. My class also has interactive centers where children could learn about maths by working with counters. They could explore books in a cozy area. Puzzles and games would work to reinforce skills. The children could learn to make patterns, do operations, read and write, all through play. Every child felt welcome and loved.

Raenell Rushing, First grade teacher of 20 years

Chapter 6: Early Learning Standards



Early Learning Standards

Growth is all about the physical changes of the child's body as they increase in size. Thus, growth is all about how the child's body is developing and growing bigger, stronger and able to use hands for fine motor tasks. . While development is how the child changes in complexity as in from simple to more complex. For example, as the child develops new cognitive abilities, he or she can do more complex groupings, patterning and classification of objects with varied attributes. Typical development is along a sequence and in a predictable way that are considered Developmental Milestones. Development happens holistically across all domains. Domains are a way to observe and target development. All make up the whole child like these mats are connected to make the whole mat.



Key Standards for Development Success (KIDS)

The Early Learning Developmental Standards were developed in a collaborative manner. At the beginning of the conception phase, various ECE stakeholders which included teachers of ECE programs, principals, supervisors, the MET ECE unit and inclusion specialists were all gathered for a workshop with the consultant and UNICEF. They interactively chose the five domains and began outlining the types of outcomes for each one. Next, the MET ECE Unit worked together to further define the developmental outcomes to target. Next, recommendations from the Pacific Regional Council for Early Childhood Care and Education were taken into consideration. The format and continuum of development, along with the strategies for promoting skills were originally written in the consultant's home state in the United States. As a contributor, reviewer and trainer on these Early Learning Standards, permission to use the format for educational purposes was granted. Finally, Early Learning Standards from other Pacific Region countries were reviewed. This final product, The Key Indicators for Developmental Success (KIDS) was created. The KIDS in the five domains below describe expectations for what children will learn in preschool centres from the ages of three to six.

The Goals and Developmental Indicators are divided into five domains recognized globally with additions to match the Tongan expectations for children. The main domains plus (Key words) for easy reference include:

1. Approaches to Play and Learning (PLAY)
2. Physical Motor and Well-being (GROW)
3. Emotional and Social with Morality and Spirituality (LOVE)
4. Cognitive Development with Emergent Mathematics (THINK)
5. Language and Communication with Emergent Literacy (COMMUNICATE)

All five of the domains are essential components because all children develop differently. All domains are equally important, and overlap is to be expected. The overlap is needed

because children's development and learning are integrated or interrelated. The progress that a child makes in one domain is related to the progress he or she makes in other domains. For example, as a child interacts with adults (i.e., Social Development), she/he learns new words (i.e., Language Development) that helps her/him understand new concepts (i.e., Cognitive Development).

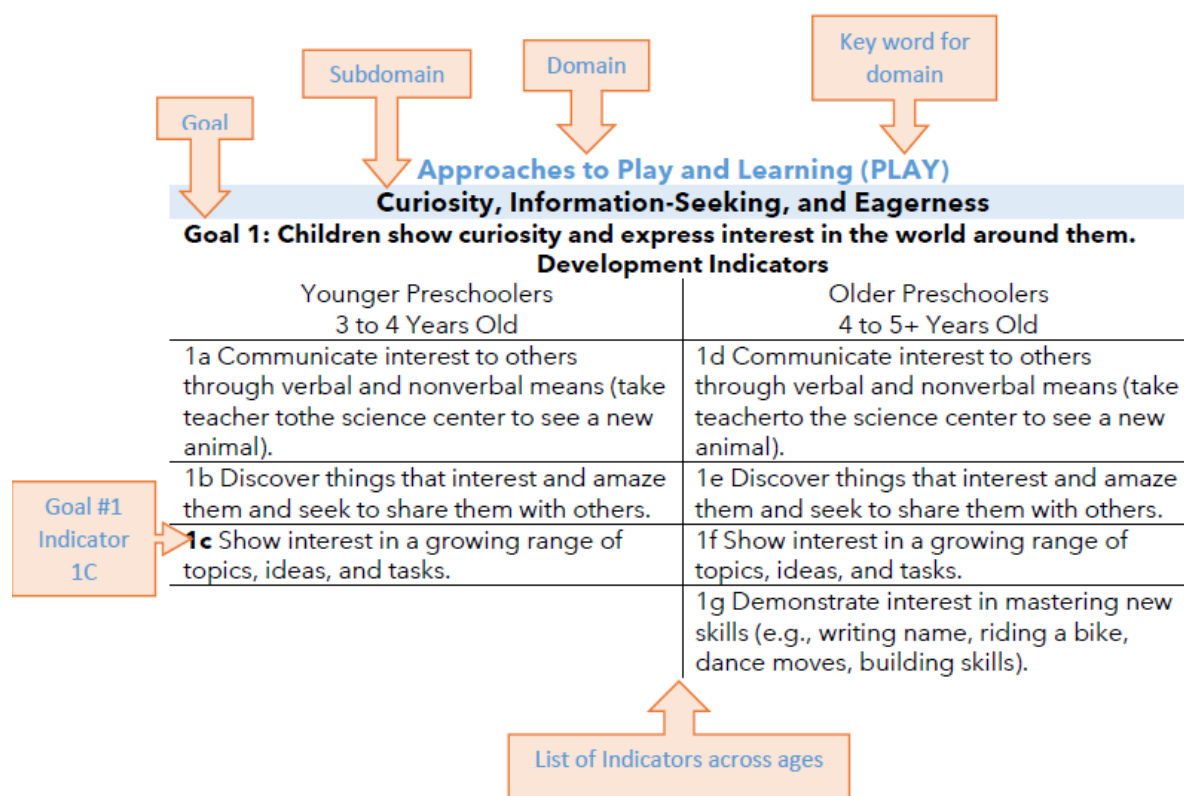
Therefore, it is essential that the KIDS address all five domains, and that as you use the KIDS, realize that all five domains are related and should not be considered independently from one another.

A Domain Introduction is located at the beginning of each domain section. The introduction describes some of the most important ideas related to the domain. This introductory information provides understanding of children's learning and development. The introduction is followed by the Goal and Developmental Indicator Continuum (sometimes called a "Continuum" in this document) for each domain. The Continuum for each domain shows the Goals (statements that describe a general area or aspect of development that children make progress on from birth to age five) for the domain, and the Developmental Indicators (more specific statements of expectations for children's learning and development that are tied to age levels).

The Ministry of Education and Training (MET) has chosen to arrange the Developmental Indicators along a continuum so that the Developmental Indicators for the age levels from young preschoolers (3 to 4 Years Old) and older preschoolers (4 to 5+ Years Old) are included. This format allows you to easily look across the age levels to see the progression that a child might make toward the Goal. The Goals are organized in Subdomains that fall within the domain, with one or more Goals and Developmental Indicators in each subdomain.

Generally, the Developmental Indicators describe expectations that many children will reach toward the end of their respective age level. Each child is unique and therefore these indicators are a broad guide of growth and developmental expectations that are derived from scientific evidence over many years of research. The fact that there is some overlap across the age levels shows that what children know and can do at one age is closely related to what they know and can do at the previous and the next age level. Most children will reach many, but not necessarily all, of the Developmental Indicators that are listed for their age level; some will exceed the Developmental Indicators for their age level well before they are chronologically at the upper end of the age range; and others may never exhibit skills and knowledge described for an age level.

Each Domain has subdomains that are topics in which you can observe children's growth and development. Under each subdomain, you will find several goals. You can use the goals when planning for development in your written them plans. Each goal has indicators for you to observe to see if children are showing indications of success under the goal. See below:



At the end of each subdomain, you will find a list of strategies that you can use to support development. These strategies provide practical ideas to support development across the continuum and adapted for all children. Some of the strategies work well for children that are either learning two languages or who have some delays or disabilities. They are meant to be simple practices that can be carried out as part of a child's everyday activities. Of course, they are not a full list of things to support a child's development. However, they are a good starting point when planning activities to support children's progress.

How to Begin Using the KIDS

To use the KIDS effectively, it is suggested that you begin by reading the entire document cover to cover. This thorough investigation will help to get a sense of each section and how the various pieces fit together.

Included within each Goal is a set of Developmental Indicators that explain what behaviors or skills to look for according to the age of the child. Check the age level to see which Developmental Indicators (younger preschoolers, or older preschoolers) might apply and study those indicators to know what is typical for children.

The KIDS describes what children at different stages of development often can do toward the end of the age period. For example, what can a 4-year-old child typically do developmentally for each goal. Take notice that children in each age group regularly do some of the things listed for their age level. It is expected that some of them may not yet do some of the things described. Use the Developmental Indicators to think about "next steps" for each child. Then consider the natural moments during the day that might offer chances for children to take these next steps. For children with disabilities or special needs who may not be at the same level as other children their age, use the same process described above:

think about “next steps” for these children by considering their current level of development and how they might develop next.

Each subdomain is followed by a list of strategies that you can select from to use in your daily and weekly planning for effective teaching. They can help to brainstorm how to use a natural moment or everyday learning opportunity to address specific areas of children’s development and learning. Many of these strategies can be carried out with no special equipment. Choose strategies that seem most likely to help the children take their “next steps”. Sometimes the Developmental Indicators for a child’s age level do not seem to describe how a child is developing right now. This may happen whether a child has a disability or not. When it does, look at guidelines for younger or older age groups as appropriate. Then choose strategies to support those next steps. There are many strategies for children with disabilities. Strategies to help you appreciate the diversity of children and families are also included. Be creative and find ways to adapt other strategies. Families and other professionals can suggest additional ideas.

Using the Key Indicators for Developmental Success

They should be used to:

- Promote development of the whole child, including all five domains of learning
- Provide a common set of expectations for children’s development and, at the same time, validate the individual differences that should be expected in children
- Promote shared responsibility for children’s early care and education
- Emphasize the importance of play as an instructional strategy that promotes learning in early childhood programs
- Foster an integrated approach to early learning and development
- Support safe, clean, caring, and effective learning environments for young children
- Support appropriate teaching practices and provide a guide for gauging children’s progress
- Encourage and value family and community involvement in promoting children’s success
- Reflect and value the diversity that exists¹ among children and families served

They should NOT be used to:

- Stand in isolation from what is known about children’s development and about quality early education programs
- Serve as an assessment checklist or evaluation tool to make high-stakes decisions about children’s program placement or entry into primary school for any reason
- Limit a child’s experiences or exclude children from learning opportunities
- Set up conflicting expectations and requirements for programs
- Decide that any child has “failed” in any way
- Emphasize child outcomes over program requirements
- Place or retain any child in a program/service

Domains, Subdomains, and Goals Overview

Domain: **PLAY=Approaches to Play and Learning**

Subdomain or SD: **Curiosity, Information-Seeking, and Eagerness to Learn:**

Goal-1: Children show curiosity and express interest in the world around them.

Goal-2: Children actively seek to understand the world around them.

SD: **Play and Imagination**

Goal-3: Children engage in increasingly complex play.

Goal-4: Children demonstrate creativity, imagination, love of culture and inventiveness.

SD: **Risk-Taking, Problem-Solving, and Flexibility**

Goal-5: Children are willing to try new and challenging experiences.

Goal-6: Children use a variety of strategies to solve problems.

SD: **Attentiveness, Effort, and Persistence**

Goal-7: Children demonstrate initiative.

Goal-8: Children maintain attentiveness and focus.

Goal-9: Children persist at challenging activities.



Domain: **GROW=Physical Motor and Well-being**

SD: **Physical Health and Growth**

Goal-1: Children develop healthy eating habits.

Goal-2: Children engage in and sustain various forms of physical play indoors and outdoors.

Goal-3: Children develop healthy sleeping habits.

SD: **Motor Development**

Goal-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

Goal-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

SD: **Self-Care**

Goal-6: Children develop awareness of their needs and the ability to communicate their needs.

Goal-7: Children develop independence in caring for themselves and their environment.

SD: **Safety Awareness**

Goal-8: Children develop awareness of basic safety rules and begin to follow them.



Domain: **LOVE =Emotional and Social Development with Morality and Spirituality**

SD: **Developing a Sense of Self**

Goal-1: Children demonstrate a positive sense of self-identity and self-awareness.

Goal-2: Children express positive feelings about themselves and confidence in what they can do.

SD: **Developing a sense of self with others**

Goal-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

Goal-4: Children form relationships and interact positively with other children.

Goal-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

SD: **Learning about Feelings**

Goal-6: Children identify, manage, and express their feelings.

SD: **Developing Early Sense of Morality**

Goal-7: Child chooses to use socially acceptable behaviors.

Goal-8: Child begins to understand right from wrong.

SD: **Developing Early Sense of Spirituality**

Goal-9: Child praises through prayers, songs and reciting.

Goal-10: Child begins to talk about God and their family's chosen religion.

Goal-11: Child treats others with respect, love and compassion.



Domain: THINK=Cognitive Development with Emergent Mathematics

Subdomain or SD: Construction of Knowledge: Thinking and Reasoning

Goal-1: Children use their senses to construct knowledge about the world around them.

Goal-2: Children recall information and use it for addressing new situations and problems.

Goal-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.



SD: Creative Expression

Goal-4: Children demonstrate appreciation for different forms of artistic expression.

Goal-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

SD: Social Studies and Connections

Goal-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms and communities.

Goal-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).

Goal-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.

Goal-9: Children explore concepts connected with their daily experiences in their community.

SD: Scientific Exploration and Knowledge

Goal-10: Children observe and describe characteristics of living things and the physical world.

Goal-11: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

SD: Numbers and Counting

Goal-12: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

Goal-13: Children can count real objects.

SD: Matching, Sorting, Organizing and Patterning

Goal-14: Children demonstrate a beginning understanding of emergent mathematics thinking by matching, sorting, describing, organizing and creating simple patterns during play and other activities.

SD: Foundations for Geometry, Shapes and Spatial Understanding

Goal-15: Children begin to identify, describe, classify and understand shape, size, direction and movement during play and other activities.

SD: Foundations for Measurement and Time

Goal-16: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of time during play and other activities.

SD: Mathematical Thinking and Reasoning

Goal-17: Children use mathematical thinking to solve problems in their everyday environment.

Domain: COMMUNICATION=Language and Communication with Emergent Literacy



SD: Communicating Through Talking and Listening

Goal-1: Children understand communications from others.

Goal-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

Goal-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Goal-4: Children speak audibly and express thoughts, feelings, and ideas clearly.

Goal-5: Children describe familiar people, places, things, and events.

Goal-6: Children use most grammatical constructions of their home language well.

Goal-7: Children respond to and use a growing vocabulary.

SD: Print Awareness, Book Knowledge, Sounds and Words

Goal-8: Children develop interest in books and motivation to read.

Goal-9: Children develop book knowledge and print awareness.

Goal-10: Children comprehend and use information presented in books and other print media.

Goal-11: Children develop phonological awareness.

Goal-12: Children develop knowledge of the alphabet and the alphabetic principle.

SD: Letter Learning to Early Writing

Goal-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

Goal-14: Children use knowledge of letters in their attempts to write.

Goal-15: Children use writing skills and writing conventions.

Approaches to Play and Learning (PLAY)

Children are born with an inclination to learn and to figure things out, but each child approaches learning in his or her own way. The Approaches to Play and Learning domain addresses how children learn and includes children's attitudes toward and interest in learning. It reflects behaviors and attitudes such as curiosity, problem-solving, maintaining attention, and persistence. Children display these characteristics in the way they learn in all domains and curriculum areas, including music, dramatic play, and art.

As children move into the preschool years, they begin to establish learning behaviors that are more closely tied to later school success. They become more confident in their ability to learn and enjoy exploration and discovery through play. This is also a time when children develop some specific areas of interest and learn different strategies to find out more about those interests. They typically can concentrate for longer periods of time and can persist with tasks even after encountering obstacles. It is important for teachers of young children of every age to recognize that children vary in their learning styles and in how they express their approaches to learning. For example, some children show great enthusiasm for trying new things, while others are more content to sit back and watch.

You must be attuned to these differences and provide children appropriate support and guidance. The Goals and Developmental Indicators included in this domain describe important aspects of approaches to learning that early childhood teachers, like you, should seek to foster as they work with young children. It is important to remember, however, that each child's approach towards play and learning is unique.

Curiosity, Information-Seeking, and Eagerness

Goal PLAY-1: Children show curiosity and express interest in the world around them.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
1a Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	1d Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).
1b Discover things that interest and amaze them and seek to share them with others.	1e Discover things that interest and amaze them and seek to share them with others.
1c Show interest in a growing range of topics, ideas, and tasks.	1f Show interest in a growing range of topics, ideas, and tasks.
	1g Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).

Curiosity, Information-Seeking, and Eagerness

Goal PLAY-2: Children actively seek to understand the world around them.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
2a Ask questions about the people and things around them.	2d Ask questions to find out more about the things that interest them, including questions about future events.
2b Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float).	2e Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new).
2c Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	2f Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining).

Strategies for Supporting Curiosity, Information-Seeking, and Eagerness

1. Provide a wide variety of objects, experiences, and materials for exploration. Provide both familiar and new materials in response to children's interests. Include materials that are found in their homes. Make sure materials are accessible for non-mobile children to look at, listen to, reach for, and touch. Adapt materials (e.g., location, texture, color, etc.) as needed to ensure all children can use them.
2. Furnish materials that will facilitate the recreation of memories or experiences that a child can share and encourage a spirit of inquiry.
3. Listen and respond to children as they share their thoughts (e.g., open a discussion of what happened in a class meeting). Provide props (such as an object from the activity being discussed) and pictures to make it easier for children with limited vocabulary or who are Dual Language Learners to participate.
4. Provide plenty of time for children to explore and play at their own pace, indoors and outside.
5. Encourage children to share ideas and ask questions of one another. Encourage curiosity by modeling their wonderment and asking open-ended questions (for example, "What will happen when we add the water to the flour?" "What is the man in the picture trying to do?"). Guide children to develop their own questions.
6. Give children many opportunities to experience beauty through all their senses (touching rocks and sand, looking at rainbows, tasting different foods, listening to bird's chirp). For older children, put large story books with pictures in the classroom's soft literacy area.
7. Visit different types of places so that children have a variety of experiences (such as farms, farmers' markets, plant nurseries, museums, parks, grocery stores, the post office, etc.).

8. The teacher should talk about the things of interest to him/her and share his/her enjoyment in learning new things, trying new activities, etc.
9. Set an example by thinking out loud as they actively solve a dilemma or figure something out to help children develop self- talk. For example, as you are figuring out something, say. "I wonder if this will work better if I do it this way?"
10. Ask children to communicate what they like, dislike, and enjoy. Use actions, facial expressions, and/or words to reflect what a child seems to be communicating.

Play and Imaginations

Goal PLAY-3: Children engage in increasingly complex play.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
3a Engage in dramatic play themes that include interacting with other children, but often are not coordinated.	3f Develop and sustain more complex pretend play themes in cooperation with peers.
3b Talk to peers and share materials during play.	3g Use more complex and varied language to share ideas and influence others during play.
3c Engage in make- believe play with imaginary objects.	3h Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).
3d Use language to begin and carry on play with others.	
3e Express knowledge of their everyday lives and cultures through play (use chopsticks to eat, pretend	

Play and Imaginations

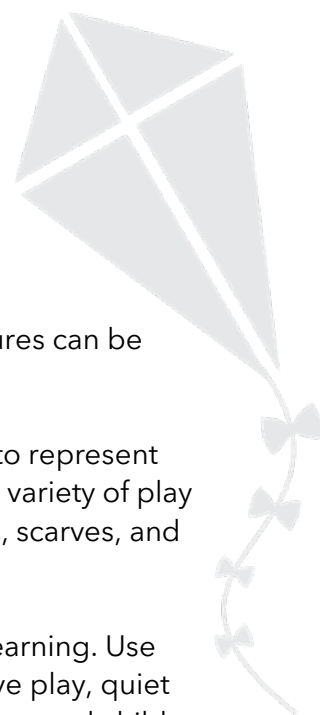
Goal PLAY-4: Children demonstrate creativity, imagination, and inventiveness.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
4a Offer new ideas about how to do or make things.	4e Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.
4b Add new actions, props, or dress-up items to pretend play.	4f Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.
4c Use materials (e.g., art materials, instruments, construction paper, writing implements) or actions to represent experiences or ideas in novel ways.	4g Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.
4d Experiment with language, musical sounds, and movement.	4h Make up stories, songs, or dances for fun during play.
	4i Invent new games.

Strategies for Supporting Play and Imagination

1. Encourage children to think about new ideas. ("Have you ever wondered where rain goes?" "Where do birds live?")
2. Provide a wide range of experiences. For preschoolers, include some experiences in which the goal is to try many different approaches rather than finding one "right" solution.
3. Foster cooperative play and learning groups. Stay involved in the children's play and learning groups to help children who may be less likely to join in because they don't communicate as well as other children—ask questions, make suggestions, and draw each child into the play and other activities.
4. Promote the integrated use of materials throughout activities and centers. ("Let's get some paper from the literacy area to make signs for the village you made in the block area.")
5. Challenge children to consider alternative ideas and endings of stories.
6. Encourage children to dramatize stories with original and alternative story lines.
7. Help children accommodate and build on one another's ideas to achieve common goals (e.g., suggest that individual block structures can be put together to make a much larger one).
8. Provide materials for preschoolers to pretend, to use one object to represent another, and to take on roles. This includes dress-up clothes for a variety of play themes and toys that can be used for many things, such as blocks, scarves, and clay.
9. Look and plan for children's differences and their many ways of learning. Use real objects, pictures, music, language, books, the outdoors, active play, quiet activities, and group activities to appeal to Dual Language Learners, and children who learn in different ways.
10. Watch for, acknowledge and support increasing complexity in a child's play. ("Your tower of blocks became a market, and now you've built a whole town.")



Risk-Taking, Problem-Solving, and Flexibility

Goal PLAY-5: Children are willing to try new and challenging experiences.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
5a Express a belief that they can do things that are hard.	5e Express a belief that they can do things that are hard.
5b Choose to participate in an increasing variety of familiar and new experiences.	5f Approach new experiences independently.
5c Accept new challenges when offered.	5g Ask to participate in new experiences that they have observed or heard about.
5d Try things they are not sure they can do, while avoiding dangerous risks.	5h Independently seek new challenges.

Risk-Taking, Problem-Solving, and Flexibility

Goal PLAY-6: Children use a variety of strategies to solve problems.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
6a Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).	6d Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).
6b Purposefully use a variety of strategies to solve different types of problems.	6e Describe the steps they will use to solve a problem.
6c Talk to themselves to work through the steps to solve a problem.	6f Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.
	6g Explain how they solved a problem to another person.

Strategies for Supporting Risk Taking, Problem-Solving, and Flexibility

1. Seek and accept children’s ideas. Let them know that their thinking and their efforts are valued more than “getting the right answer.”
2. Recognize that “mistakes” are inevitable and treat them as opportunities to learn. Help children deal with mistakes in a positive way. Avoid criticizing or making fun of them.
3. Set an example by acknowledging one’s own “mistakes” and modeling constructive reactions to them. Model this approach for children by talking calmly, figuring out what went wrong, and trying again.
4. Help children think and talk through different approaches to problems (e.g., when their favorite game or toy isn’t available, encourage them to consider another choice).
5. Encourage children to share, listen, and ask questions of one another and compare strategies and solutions. Support children with varying communication abilities by supporting a variety of ways for children to share, ask questions, and compare.

6. Recognize that some children have difficulty trying new things, using a toy in a different way, or varying their routines. Try different ways to introduce change and variety (provide warning of changes in routine, use pictures for what will happen next, model new ways of using materials). Gradual change is usually best. Work with other professionals to learn strategies that help these children try new things and accept changes when needed.
7. Plan for and recognize different interest levels and abilities to tolerate materials, mistakes, and engagement with other children. Accommodate these differences by being flexible and introducing more challenging experiences gradually.
8. Help children who seem confused understand by asking probing questions.

Attentiveness, Effort and Persistence

Goal PLAY-7: Children demonstrate initiative.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
7a Show increasing independence and purpose when making choices ("I want to go to blocks.").	7d Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car.").
7b Express goals or plans and follow through on them ("I'm going to draw my house.").	7e Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).
7c Make decisions about materials needed to carry out a task.	7f Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks.").

Attentiveness, Effort and Persistence

Goal PLAY-8: Children maintain attentiveness and focus

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
8a Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking).	8d Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape).
8b Remain engaged in more complex activities that they have chosen.	8e Consistently remain engaged in self-directed activities.
8c Maintain focus and return to an activity after a break.	8f Shift attention back to a task after having been diverted from it.

Attentiveness, Effort and Persistence**Goal PLAY-9: Children persist in challenging activities.**

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
9a Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	9d Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).
9b When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	9e When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).
9c Keep working to complete tasks, including those that are somewhat difficult.	9f Plan and follow through on longer-term tasks (planting a seed and caring for the plant).
	9g Keep trying until a challenging activity is completed despite distractions or interruptions (multi-piece puzzle started at choice play and completed later).

Strategies for Supporting Attentiveness, Effort and Persistence

1. Provide large, uninterrupted blocks of time for children to play, explore materials, and solve problems at their own pace. Allow children to repeat activities and experiences, and to be involved in activities without interruption.
2. Plan projects that are completed over the course of several days.
3. Help children with limited vocabulary skills as well as those who are Dual Language Learners stay involved with activities by giving them words and other means to communicate if they are having difficulty expressing their ideas or staying focused on an activity.
4. When children indicate they need help, respond by listening and observing to determine what kind of help is needed. Offer help when children show they want and need it, adjusting levels of help to fit the situation and child's abilities.
5. Ask probing questions when children appear to be losing interest in a problem or activity to help them stay focused for just a bit longer.
6. Encourage children to keep working and focus on effort rather than results. Value their thinking processes by acknowledging their work and effort. ("Look how long and hard you worked on this.")
7. Encourage children to persist with difficult tasks; talk about the importance of persistence.
8. Help children notice each other's contributions. Encourage them to listen carefully to what others in the class are saying, ask questions, and work together.

Physical Motor and Well-being (GROW)

The Physical Motor and Well-being domain focuses on physical growth and motor development, nutrition, self-care, and health/safety practices. It lays a foundation for children's future health and well-being. You should keep in mind that the developmental trajectory of children with identified disabilities may differ from the descriptions of typical development described in this domain's Developmental Indicators.

During the time from birth to age five, children grow rapidly. Their bodies more than double in size, and their brains develop more rapidly than during any other period in their lives. Children grow and develop best when they are provided, and enjoy, a healthy and balanced diet that promotes their physical growth and health, as well as their cognitive development, including their memory, problem solving, and decision-making skills.

In addition to healthy eating habits, children need sufficient rest and need to be physically active to develop strength and stamina. They benefit from a variety of activities that promote physical fitness and give them opportunities to practice both large and small motor skills. Although developmental milestones don't occur at the same time for all children, growth and motor development do follow a predictable sequence as children's skills build upon each other. Teachers see children's large muscle development progress as they turn over and then sit up; as they creep or crawl and then walk; and then as they learn to run, climb, and play organized games.

They develop fine motor skills when they use their hands to play with materials such as blocks, puzzles, and crayons, and when they learn to put on and button their clothes and become able to care for themselves. Early childhood programs can promote children's motor development by providing them with a safe, well-supervised environment where they have many opportunities to play with a wide variety of materials that involve both their large and small muscles.

The physical development and well-being domain also focuses on children's increasing ability to care for themselves as well as their developing awareness of how they can keep themselves healthy and safe. When children are very young, they need constant adult supervision and guidance. As they grow older, they show greater independence and can be helped to begin to recognize dangerous situations. Health and safety habits are nurtured when children are carefully supervised and when they have opportunities to participate in individual and group routines such as cooperating when their diapers are being changed, becoming adept at washing their hands, and using toys and materials in safe and appropriate ways.

It is particularly important for you to pay attention to families' approaches to self-care, care-giving routines, and to encouraging children's independence. They should make every effort to create classrooms that incorporate the cultural practices of the families they serve including helping children develop a sense of independence in ways that reflect their families' cultural values. In cases where there are no set approaches to self-care and care-giving routines, it would be wise for you to collaborate with the families to gain a good understanding of the knowledge and approaches that they use. That would allow you to set realistic expectations and goals for the children to work towards.

It is important to remember that each child develops at his or her own pace. Often teachers are the first to notice that a child is not reaching expected developmental milestones. If a child's family, teacher, or caregiver is concerned that a child is not meeting many or all the Goals and Developmental Indicators described in this document. If a child has a

developmental delay or disability, the teacher should work with the family and any health specialists to accommodate the child's physical, emotional or cognitive needs.

Physical Health and Growth

Goal GROW-1: Children develop healthy eating habits.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
1a Try new foods.	1d Try new foods.
1b Feed themselves independently with utensils.	1e Feed themselves independently with utensils.
1c Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, candy, soda).	1f Given a selection of familiar foods, identify which foods are nutritious and which are not.
	1g Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).
	1h Name foods and drinks that help to build healthy bodies.

Physical Health and Growth

Goal GROW-2: Children engage in and sustain various forms of physical play indoors and out.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
2a Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out.	2e Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out.
2b Choose a variety of structured and unstructured physical activities indoors and outdoors.	2f Communicate ways physical activity keeps us healthy and makes us feel good.
2c Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	2g Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).
2d Transition from active to quiet activities with limited guidance and support.	2h Transition independently from active to quiet activities most of the time.

Physical Health and Growth

Goal GROW-3: Children develop healthy sleeping habits (relevant in full day programs that offer naps).

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
3a Recognize and communicate signs of being tired.	3c Communicate ways sleep keeps us healthy and makes us feel good.
3b With increasing independence, start and participate in sleep routines.	3d Independently start and participate in sleep routines most of the time.

Strategies for Supporting Physical Health and Growth

1. Model and discuss healthy eating habits and provide a variety of nutritious snacks and meals.
2. Develop a routine schedule for eating regular meals and snacks.
3. Work with families to develop cultural and religious awareness relating to foods and traditions of mealtime.
4. Provide activities that encourage children to explore a variety of foods, textures, and use of utensils.
5. Allow and encourage children to serve and clean up food. Provide materials for pretend play about shopping, cooking, serving, eating, and cleaning up.
6. Provide children opportunities and encourage them to participate in active physical play indoors and out every day. Schedule several periods of active physical play each day, with each period lasting at least thirty minutes. Include time for child- directed play and adult-directed activities and participate with children in the activities.
7. Share information about programs or activities in the community that encourage physical activity for families, including children with special needs like taking children for: walks on the beach, a swim in the ocean, playing in the park, nature trails, playgrounds, swimming pools, rivers or streams, and gyms.
8. Take children outside often and regularly in all seasons. Dress them appropriately for the weather (raincoats, sweaters, boots, mittens, coats, hats). Show children the joy of being outdoors and encourage them to explore the outdoor environment.
9. Read books about healthy practices. Discuss the concepts of rest, physical activity, and healthy eating related to good health.
10. Carry out sleep routines that meet the child's needs and consider the beliefs, customs, and needs of families.
11. Encourage and support children's need for rest and relaxation by scheduling both active and quiet times during the day.

Motor Development

Goal GROW-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
4a Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps.	4e Coordinate movement of upper and lower body.
4b Refine movements and show generally good coordination (e.g., throwing and catching).	4f Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).
4c Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedalling riding toys, and using assistive technology effectively.	4g Move quickly through the environment and stop (run fast, pedal fast).
4d Move in space with good coordination (running, hopping in place, galloping).	4h Show awareness of own body in relation to other people and objects while moving through space.

Motor Development

Goal GROW-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
5a Draw simple shapes and figures (square for block, circles).	5d Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).
5b Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces).	5e Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces).
5c Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	5f Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).

Strategies for Supporting Motor Development

1. Plan activities that use a variety of materials to support fine motor skill development, with adaptations as needed for differing ability levels (paper, pencils, crayons, safety scissors, Play-Doh®, manipulatives, blocks, etc.).
2. Provide daily opportunities and a variety of activities for children to use hand-held tools and objects.
3. Model the use of drawing and writing tools in daily activities.
4. Provide opportunities for children to pour their own drinks and to serve foods, such as spooning out porridge or fruit.

5. Provide a variety of materials, such as beads and Lego pieces, for children to put together and pull apart.
6. Offer children toys and materials to fill, stack, dump, and pour, such as small blocks, buckets, plastic cups, and water. Provide options for children with different abilities. For example, include Play-Doh®, puzzles with and without knobs, empty boxes, and containers with lids. Be sure to stock manipulative centers with containers for objects to be put into.
7. Provide child-size tables and chairs so children can use them independently.
8. Provide many opportunities for and actively participate in children's outdoor play such as providing a role- model for outdoor skills, engaging in active play, movement and dance.
9. Change materials routinely with the theme to encourage discovery, engagement, and participation.
10. Create an environment that includes materials and equipment that can be used by children with varying physical abilities.
11. Provide opportunities and encourage children to take part in active physical play such as climbing, rolling, running, hopping, rhythmic movement, dance, and movement to music and games every day both indoors and outdoors.
12. Supervise and participate in daily outdoor play. Provide adequate open space and age-appropriate equipment and materials, with adaptations as needed.
13. Plan daily physical activities indoors and out that are developmentally and individually appropriate.
14. Create an environment that includes materials and equipment that can be used by children with varying physical abilities. For children with disabilities, provide supports or special equipment that allows them to participate in physical activities and play (therapeutic walker, scooter board, supportive seating for swings or riding toys, bars for pulling up).
15. Create activities to encourage children with different abilities to play and learn together. For example, play a game of catch with a foam ball with children sitting down on the floor or ground. Include children who are physically impaired with other children in the group.

Self-Care

Goal GROW-6: Children develop awareness of their needs and the ability to communicate their needs.

Development Indicators	
Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
6a Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).	6c Use language to ask adults or peers for the kind of help needed in a particular situation.
6b Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy book area).	6d Consistently use strategies to calm themselves when needed.

Self-Care

Goal GROW-7: Children develop independence in caring for themselves and their environment.

Development Indicators	
Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
7a Dress and undress themselves with occasional assistance.	7e Dress and undress themselves independently. GROW-
7b Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	7f Perform tasks to maintain the indoor and outdoor learning environment independently.
7c Serve food for themselves.	7g Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).
7d Help with routine care of the indoor and outdoor learning environment.	

Strategies for Supporting Self-Care

1. Teach and model hygienic practices (e.g., washing hands, sneezing or coughing into an elbow or sleeve, and dental care).
2. Use interesting and entertaining ways to practice personal care and self-help skills (e.g., add baby doll outfits and clothing with fasteners to the dramatic play center, provide props that encourage children to practice hygienic practices such as washing their hands).
3. Sing action songs that promote hygienic practices such as proper use of the toilet, handwashing, coughing or sneezing into elbow and oral hygiene.
4. Provide instruction and facilitate ample opportunities for children to practice self-care skills independently (e.g., verbally or nonverbally asking for help, feeding themselves, dressing, washing hands, toileting, and locating personal items).
5. Maintain environments that support children's ability to carry out self-care and hygiene routines independently (child-size sink, toilet, bag rack, toothbrushes, etc.).

6. Encourage children to show independence in self-care practices. Provide time and support, as needed.
7. Establish routines of hand washing at appropriate times (e.g., before and after meals, after outdoor play, etc.) and provide guidance for children to learn how to wash their hands appropriately. Provide hand-washing stations that children can reach safely on their own.
8. Offer children play food and kitchen utensils from many cultures, particularly the cultures of families in the group. Offer toys and props to practice self-care behaviors (healthy play food, dress-up clothes that are easy to put on, tubs to wash baby dolls).
9. Read books about visits with the doctor or health worker at the clinic, the dentist, and other health care providers. Offer play props so children can pretend to visit them.
10. Teach children about the benefits of good personal health practices.

Safety Awareness

Goal GROW-8: Children develop awareness of basic safety rules and begin to follow them.

Development Indicators	
Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
8a Know what their bodies can do and play within their abilities to avoid injury to self or others.	8e Avoid potentially dangerous behaviours.
8b Usually recognize and avoid objects and situations that might cause harm.	8f Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm.
8c Usually follow established safety rules.	8g Independently follow established safety rules.
8d Call a trusted adult when someone gets injured or is in an unsafe situation.	8h Identify people who can help them in the community (police, firefighter, health worker).

Strategies for Supporting Safety Awareness

Provide a safe, healthy, supportive environment with appropriate supervision.

Teach safety rules and model safe practices including respectful boundaries for touch, play, health and safety (e.g., bus safety, playground safety, staying with the group, safe use of classroom materials, and knowing personal identification information).

Teach, model, and practice appropriate responses to potentially dangerous situations, including fire and violent weather and physical threats.

Repeat safety messages every time they are needed. ("Please put your feet on the ground. Chairs are for sitting.")

Use play to reinforce safety messages and practice responding to dangerous situations. ("Let's pretend there is a fire on the stove. What should we do?")

Talk about consequences of unsafe behavior such as injury to self or damage to property.

Help preschoolers identify people they can go to when they feel afraid or where to go to feel safe when they need help (family members, caregivers, fire fighters, and other community helpers).

Read books and stories about situations that promote positive and appropriate safety responses.

Special Considerations

Goal GROW-1: Children develop healthy eating habits.

Children from varied cultural backgrounds will be accustomed to eating different types of foods. It is important to respect family preferences if they are healthy. If not, have a conversation with families to help them understand nutritional needs. You should be role models and sources of advice on healthy eating and drinking habits.

Goal GROW-2: Children engage in active physical play indoors and outdoors.

Young children need both teacher-directed and free-play activities to promote participation in active physical play.

Goal GROW-3: Children develop healthy sleeping habits.

In some cultures, children are not expected to sleep independently or fall asleep on their own. You should be sensitive to a family's preferences about how their child goes to sleep if you have a centre that offers naps.

Goal GROW-6: Children develop awareness of their needs and the ability to communicate their needs.

Children with disabilities may communicate their needs in different ways. Be sensitive to children's verbal and non-verbal signals. For children with language delays or who are dual language learners, watch carefully to see how the child may communicate through her/ his facial expressions, and/or gestures.

Goal GROW-7: Children develop independence in caring for themselves and their environment.

Some families may not value independence in self-care routines—in their culture, the adults help children with self-care routines for a longer period.

Emotional and Social Development with Morality and Spirituality (LOVE)

The **Emotional and Social Development** domain describes how children feel about and perceive themselves and how they develop relationships with others, as well as how they learn to express and manage their emotions. Children's development in this domain affects their development in every other domain. For instance, children who develop a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle problems or difficulties that they encounter.



The Tongan culture places high value on morality and spirituality. Therefore, these two areas of development are also emphasized in this domain. As children learn how to treat others, they are building their own sense of morality. During the preschool years, these understandings and skills are just emerging as children learn the difference between right and wrong and to choose socially acceptable behaviors. This can be seen when children practice all the four values of Faa'i Kavei Koula through sharing with others, caring about a friend when they are upset and begin to show empathy through offering comfort. Children are also introduced to the concept of collective worship in preschool centres.

Through singing spiritual songs, reciting prayers and following some religious traditions of their families, children are beginning to experience an early sense of spirituality. These spiritual habits assist children to develop a reflective perspective with respect and compassion for others.

Children's social skills and the relationships they form with others are also important for their overall development. Children's earliest relationships with their teachers provide the basis for the relationships they will form with their future teachers and classmates. Through positive relationships with adults, children learn to understand and care about others and develop skills that help them adjust to the demands of formal schooling they will encounter when they are older. Sensitive interactions with teachers are particularly important for older toddlers because they are learning to form attachments, that is, strong ties to people who care for them. These attachment relationships lay the foundation for children's development in all areas. When adults are attentive to children's emotional and social cues and consistently respond with kindness and care, children feel important and they learn to feel good about themselves. They also learn to relate positively to others. Early childhood is a perfect time for children to learn desirable behavior toward others such as compassion and consideration for the needs of others who may be less fortunate than they are. A spirit of giving is emerging through their responses toward friends.

Children also learn to manage their feelings and impulses during their early years. Very young children (infants and toddlers) need the support of sensitive adults as they learn how to regulate their emotions. Preschoolers' ability to regulate and manage emotions is still developing, and it is not unusual for them to sometimes have difficulty controlling their feelings and expressing their emotions appropriately.

Several factors affect children's emotional and social development. Children's temperament, the unique way they respond to the world around them, plays a big role in how they express their emotions and relate to others. Some children may be generally happy and very friendly, while others may be often cranky, slow-to-warm up to newcomers, or shy. Sensitive teachers accept that children respond to new situations and to people differently based on their temperament and learn to interact with children in ways that match each child's temperament to support their developing emotional and social abilities.

Children with disabilities may need additional support in learning to express their emotions and/or develop positive relationships. For instance, a child with vision and hearing loss may need specialized assistance to develop a strong sense of self and/or form relationships with adults and other children. Children who are learning two languages may also need special accommodations. They may need help communicating their needs or cooperating with peers. Teachers must be "in tune" with each child as an individual to effectively support their emotional and social development.

Finally, children's family and culture play important roles in their emotional and social development. Some families and cultures encourage children to be more reserved, while others may encourage children to be more outgoing. Cultures and families also have different expectations for other aspects of emotional and social development, such as expectations for how assertive children are expected to be, and the way that children show respect to adults. These types of cultural differences should be considered when planning for children's emotional and social development.

Developing a Sense of Self

Goal LOVE-1: Children develop a positive sense of self-identity and self-awareness.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
1a Describe self (characteristics that can be seen, things they can do, things they like, possessions).	1e Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall.").
1b Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl.").	1f Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).
1c Use own first and last name.	1g Choose to spend more time on preferred activities and express awareness of skills they are developing.
1d Choose activities they like and name their favorite activities.	

Developing a Sense of Self

Goal LOVE-2: Children express positive feelings about themselves and confidence in what they can do.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
2a Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	2d Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.
2b Express the belief that they can do many things.	2e Express the belief that they can do many things.
2c Try new activities and attempt new challenges.	2f Stick with tasks even when they are challenging.
	2g Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!").

Strategies for Supporting the Developing a Sense of Self

1. Help establish a sense of trust and security by developing warm and responsive relationships with every child. Greet each of them by name daily.
2. Respect individual temperaments and personal uniqueness and be aware of any personal circumstances in a child's life.
3. Encourage children to express their feelings through appropriate words and actions.
4. Help children to see and accept the positive in everyone.
5. Communicate often with children, both individually and in small groups. Listen to what they are saying and value their opinions by acknowledging them and building on their ideas.

6. Involve children in planning related to the classroom (e.g., ask for and use their ideas about visual displays, book selections, and activities).
7. If possible, use children's home language in daily conversations with them.
8. Help children identify themselves as unique individuals and as members of different groups (e.g., create and display family photo books; ask the children to describe something that is special about another child; put a full-length mirror in the classroom; use given names and pronounce them correctly).
9. Design the classroom so that it stimulates, challenges and gives children choices that are appropriate for a range of ages, developmental stages, and abilities (e.g., freshen materials in activity centers to reflect emerging themes generated by children, and children's interests).
10. Support the growth of children's feelings of competence and self-confidence (e.g., use books and games they create; provide access to materials that encourage them to stretch their abilities; provide positive comments about their accomplishments).
11. Allow children to experiment without fear of criticism or danger. Treat mishaps such as spilling, dropping, or knocking over objects as opportunities for positive learning.
12. Make the classroom environment safe, pleasant, and joyful. Promote the use of humor and singing.
13. Make room in the classroom for cozy, safe areas where children can be alone if they wish.
14. Get to know children's families and value them as partners. Invite their participation and input through comment cards, home visits and casual conversation.

Developing a Sense of Self with Others

Goal LOVE - 3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
3a Seek out trusted teachers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	3f Seek out trusted teachers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).
3b Show affection for adults they are close to.	3g Form positive relationships with new teachers or caregivers over time.
3c Given time, form positive relationships with new teachers.	3h Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).
3d Show ease and comfort in their interactions with familiar adults.	
3e Ask for assistance from adults.	

Developing a Sense of Self with Others

Goal LOVE-4: Children form relationships and interact positively with other children.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
4a Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).	4f Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).
4b Form and maintain friendships with a few other children.	4g Form and maintain friendships with other children of diverse cultural backgrounds and abilities.
4c Identify another child as a friend.	4h Seek and give support to children they identify as friends.
4d Approach other children easily, expecting positive interactions.	4i Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together).
3e Show ease and comfort in their interactions with familiar children.	

Developing a Sense of Self with Others

Goal LOVE-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
5a Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	5g Follow social rules, transitions, and routines that have been explained to them.
5b Often make requests clearly and effectively.	5h Make requests clearly and effectively most of the time.
5c Show awareness that their actions affect others (move carefully around classmate's block structure).	5i Balance their own needs with those of others in the group.
5d Wait for a short time to get what they want (a turn with a toy, a snack).	5j Anticipate consequences and plan ways to solve problems effectively, with guidance and support.
5e Work to resolve conflicts effectively, with guidance and support.	5k Use a variety of strategies to solve problems and conflicts with increasing independence.
5f Notice and accept similarities and differences among all people, including people with disabilities.	5l Express respect and caring for all people, including people with disabilities.

Strategies for Supporting Developing a Sense of Self with Others

1. Create opportunities for children to interact with others who have varying characteristics and abilities, identifying and pointing out areas in which they share a common interest.
2. Observe children in the classroom and facilitate their entry into social groups with their peers. Serve as broker between Those children learning to speak English to facilitate their engagement in play with others. For example: Patrick just joined the

dramatic play center. Prompt him: "Patrick ask your classmates what they are playing." Then address classmates: "What part/job can Patrick do?"

3. Alert children to the feelings and emotional needs of others (e.g., display and talk about pictures depicting various emotions; point out how others feel when reading books and in various real-life situations).
4. Be aware of social interactions among children and create opportunities to support friendships. For example, create inviting areas within the room where small groups of children can play.
5. Help children see the effect of their behavior on others by encouraging them to see others' perspectives and share their ideas about solving problems and social conflicts (e.g., assist the process of conflict resolution).
6. Allow children to share ownership of the classroom by participating in discussions related to classroom decisions and helping to establish rules and routines.
7. Model asking for and understanding the viewpoints and opinions of others.
8. Promote an atmosphere of cooperation instead of competition (e.g., introduce activities that require two or three children to work together).
9. Promote children's self-regulation by redirecting them to another activity while waiting for a turn to use a toy being used by a classmate.
10. Provide opportunities for children to be responsible members of the classroom community, respecting shared rights and property and helping others (e.g., assign individual cubbies or hooks for belongings; rotate responsibility for tending classroom plants).
11. Maintain an ongoing flow of information between school and family, through home-school journals, e-mails and texts, suggestion boxes, weekly newsletters, phone calls, or classroom visits.
12. Make the classroom the children's space, with displays of their creations, experiences, interests, and cultures.
13. Provide adaptive equipment and materials when a child needs support to be active and successful in program routines and activities. When children can participate, they feel a sense of belonging and security.
14. Model respect for individuals who have disabilities by, for example, pointing out positive characteristics of a child in a wheelchair while reminding other children that we should treat each other respectfully, no matter what our differences.

Learning about Feelings

Goal LOVE-6: Children identify, manage, and express their feelings.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
6a Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	6e Communicate understanding and empathy for others' feelings.
6b Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").	6f Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled.>").
6c Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	6g Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (complement each other during play, work out conflicts, show respect for opinions expressed by others).
6d Show awareness that other people have different feelings ("I like raisins, but he doesn't." "I'm scared on that ride, but she isn't.>").	

Strategies for Supporting Learning about Feelings

1. Incorporate small and large group lessons focused on a discussion about feelings into regular classroom activities. Allow children to describe their feelings related to a personal event or classroom event, etc.
2. Make books about feelings available in the book area and for check-out. Include simple books with children's faces depicting feelings (can be teacher created or purchased).
3. Use a small flip chart with pictured expressions and labels so children can turn to the emotion that fits what they are feeling (or have an adult help them find it).
4. Include a "peace talk" area or corner where children can go for conflict resolution when they have a disagreement.
5. Read a familiar book and discuss each character's feelings or reactions.
6. Give children words to explain why they feel a certain way if they cannot express it themselves. ("I think you are angry because Melody took your toy. Can you tell her?")
7. Guide children through brief exercises that can help reduce stress. For example, teach children how to take deep breaths when they are upset or to reach up and stretch their muscles to reduce tension.
8. Understand that expression of feelings (both positive and negative) is important to healthy emotional development. Children need to express both types of feelings and have adults accept these feelings.

9. Focus on each child's positive qualities and accomplishments. Avoid talking about children as good or bad, or messy or neat.
10. Talk with children about how other children might feel, particularly if they have done something to upset another child.

Early Sense of Morality

Goal LOVE-7: Children choose to use socially acceptable behaviors.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
7a Begin to control emotions and use words when wanting a toy that someone else is using.	7e Can control emotions and use words when wanting a toy that a friend is using.
7b Plays beside a friend and does not take their toys.	7f Plays cooperatively with a friend through willingly sharing play materials.
7c Can sit quietly while a short, picture book is shared by the teacher.	7g Can sit and focus throughout mat time and small group activities without interrupting other friends.
7d Is beginning to wait for a turn.	7h Waits for a turn.

Early Sense of Morality

Goal LOVE-8: Children begin to understand right from wrong.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
8a Begin to follow simple rules with reminders.	8d Follow simple and positive rules without reminders.
8b Begin to make good choices with behavior to avoid punishment or to get praise.	8e Makes good choices with behavior to do the just and right thing.
8c Start to see that their own behavior can hurt or help a friend.	8f Consistently does the right thing that shows caring and sharing.

Early Sense of Morality

Goal LOVE-9: Children praise through prayers, songs and reciting.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
9a Imitate others as they pray (fold hands, close eyes, mimic words).	9d Initiates and shares prayers with the class.
9b Sings praise songs by imitating hand motions and singing along with others.	9e Participates and leads spiritual songs during mat time.
9c Can recite one small verse about God or Jesus.	9f Can recite 3 scripture verses from memory.

Early Sense of Morality

Goal LOVE-10: Children begin talking about God and their family's chosen religion.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
10a Begin to share thoughts about God that matches their family's beliefs. .	10d Can tell others about how their family worships and share some beliefs.
10b Thinks of God as a person and heaven as a place in the sky.	10e Begin to see God and/or Jesus (or their family's chosen saviour) as a big helper that lives in their heart.
10c Sees Jesus (or family's chosen saviour) as a friend with superpowers.	10f Can describe spiritual concepts such as God is love and Jesus loves me.

Early Sense of Morality

Goal LOVE-11: Children begin to treat others with respect, love and compassion.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
11a Begin to treat their friends with respect by sharing toys while playing.	11c Treats friends with respect by playing cooperatively, sharing materials for play and respecting their creations.
11b Are beginning to show love by gentle gestures like patting and hugging friends.	11d Shows love for friends by comforting them when they are upset, helping them and sharing affection.
	11e Shows compassion through caring and sharing with others.

Strategies for Supporting Early Sense of Morality and Spirituality

1. Be very concrete about morals. Say specific things like, "We don't take other people's belongings because it's wrong to take things that don't belong to us. It hurts other people's feelings when we do that and our job is to be kind to people, not hurt them."
2. Read books and watch stories with various moral lessons and check for your child's understanding of how he can generalize that lesson to his own life.
3. When a child violates a moral code by hurting other people, he should have an emotional reaction to it. And while guilt is a sign of a healthy conscience, shame can be a sign of low self-worth. Be careful to make sure that children know that the action was not right, and you are upset about the action. Never call a child "naughty or bad"!
4. While little ones may not fully grasp the concept of empathy, it's never early to begin teaching children about other people's feelings. Ask questions, like, "How do you think your friend feels when you don't share?" or "How do you think your friend felt when you hit him?" Help children label emotions.
5. If you want your children to help others, make sure they see you helping others. And point out what you're doing by saying things like, "We're going to help build a bird

feeder for our playground because we love the birds and want them to have plenty of food.”

6. Model simple acts of kindness like guiding children to make a card for a sick teacher or friend.
7. Help children learn from their mistakes. For example, if a child tells a little white lie, help them know that what they did is wrong and help them think of a way to fix the problem.
8. Talk about the Golden Rule and point out when children are following the Golden Rule with their friends. Help children to consider how what they do affects other people, that others have rights and viewpoints, too, and how to be considerate.
9. Use substantive praise (describing exactly what was good) when children demonstrate the right choice. This is critical because young children need that attention and to belong. Connecting the right choices with belonging is a solid way to increase the child’s ability to make the right choices with their behavior.
10. Help children to know and follow spiritual rituals by offering prayers at mat time, sing a praise song every morning. Say goodbye every day with a praise song.
11. If most families believe in the Bible or other form of scripture, have a children’s version in the class.
12. Allow children to talk about their church and worship on Mondays during mat time or small group activity time. (Be sure to only let a few children each Monday to keep mat time short enough to keep attention.)
13. Allow children to share their families’ ways of worshiping. Ask many open-ended questions about the things shared. Then ask other children to confirm if their family does the same thing. Be inclusive in accepting what children share. Avoid pushing your own religious views on children. Instead, offer a variety of ways to give praise that matches the practices of the families in your group.
14. Read and tell stories about God, Jesus and the disciples. Share Bible stories that connect with the theme. For example, if learning about animals, share a theme about Noah’s Ark.
15. Help children feel a sense of belonging and relate that to the family, God and each other as a community.

Special Considerations

Goal 1: Children demonstrate a positive sense of self-identity and self-awareness.

Home language and culture are an important part of children’s developing self-concept and self-identity. Teachers can help to support this process by creating an environment that reflects the children they serve and addresses children’s languages and cultures in respectful and authentic ways.

Goal 2: Children express positive feelings about themselves, confidence in what they can do. Temperament also plays a role in children's relationships. Depending on their temperament, some children may have an easy time meeting new people. Other children may be more hesitant and/or shy and may need more time and support before they feel comfortable enough to interact with adults and peers.

Goal 3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs. Children whose home language is different from the language spoken by most of their peers may need extra time and support to develop peer relationships.

Goal 4: Children form relationships and interact positively with other children. You should keep in mind that culture plays a role in children's relationships with adults, and cultures differ in terms of the social skills and behaviors they value and expect.

Goal 5: Children demonstrate the social skills to participate in groups. Taking turns and waiting are important aspects of participating in a group. Generally, young children are not good at waiting. Try to minimize the amount of time children have to wait for materials and/or activities. To help encourage and support children's ability to wait, you can occasionally build in opportunities to practice waiting for very short periods of time.

Goal 6: Children identify, manage, and express their feelings. You should keep in mind that the way children express their emotions may be different for children from different cultural groups, and those with differing temperaments or language abilities.

Goal 7: Children choose to use socially acceptable behaviors. Be sure you are always modeling socially acceptable behaviors. Also, point out when children show such behaviors as sharing, caring and showing

Goal 8: Children begin to understand right from wrong. Notice out loud in a full descriptive sentence when children do the right behaviors. For example, say: "You shared the blocks with your friend. That is a good thing to do."

Goal 9: Children praise through prayers, songs and reciting. Build in rituals that include these forms of worship. Have a morning prayer at mat time. Sing a spiritual song during morning or closing mat when there is time. Help children remember Bible verses by making them fun and put with rhythm instruments or dancing to involve the whole body.

Goal LOVE-10: Children begin talking about God and their family's chosen religion. Make time for children to talk about God, Jesus and how their family worships. Invite their parents to come and share cultural and spiritual things about their family.

Goal 11: Children begin to treat others with respect, love and compassion. First, you must model respect at all times. Make your classroom a caring group of children that show love and build up their compassion and caring for others. Again, notice out loud in full descriptive sentences when children show these traits in action.

Cognitive Development with Emergent Mathematics (THINK)

The Cognitive Development and Emergent Mathematics domain focuses on children's ability to acquire, organize, and use information in increasingly complex ways. Young children play an active role in their own cognitive development. Young children begin to explain, organize, construct, and predict - skills that lay the cognitive foundation they need to explore and understand increasingly sophisticated concepts and the world they live in.

They learn to apply prior knowledge to new experiences, and then use this information to refine their understanding of concepts as well as to form new understanding.

For very young children, cognitive development is supported and encouraged through their daily activities, routines, and interactions with adults and children. Interactions with objects and people are foundational to cognitive development. Young children begin to understand simple scientific concepts by noticing, wondering, and exploring. As children grow older and move into the preschool years, their thinking becomes increasingly complex. They move from simpler to more complex cognitive skills and become more complex thinkers

and begin to ask questions as they engage in increasingly more focused explorations. Children start to demonstrate effective problem-solving skills and to express themselves creatively using a variety of media. They also start to remember and use what they learn in the areas of science, creative expression, and social connections, the focus of three subdomains within the Cognitive Development domain. In this section of the

ELS, take note of the interrelatedness among subdomains. Processes and skills such as making observations, comparing and classifying objects, solving problems, asking questions, and making predictions support learning across all the domains and link them together.

Many factors can be related to the progress children demonstrate in the Cognitive Development domain. Children with disabilities may need extra support to make progress on the Developmental Indicators in this domain because individual differences in how they see, hear, process information, and/or communicate can affect how they take in information and how they express what they learn. Dual Language Learners may learn new concepts and demonstrate what they know best in their home language.

Teachers can promote children's cognitive development by providing interesting materials and experiences and encouraging children to explore and try using materials in different ways. Whether it is using toys that require children to figure out how they work, creating with art materials, exploring nature, or building with blocks they put together in different shapes, almost any experience can be used to support children's understanding of the concepts included in the Cognitive Development domain. The Emergent Mathematics section will be after the following one that focuses on Cognitive Development more generally.

Construction Knowledge

Goal THINK -1: Children use their senses to construct knowledge about the world around them.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
1a Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	1e Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).
1b Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be molded into longer and shorter logs, that a block can be used to represent a telephone).	1f Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be molded into longer and shorter logs, that a block can be used to represent a telephone).
1c Enjoy fantasy and make-believe and can sometimes distinguish appearance from reality (the person behind the mask remains the same person).	1g Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).
1d Group familiar objects that go together (bowl and spoon, brush and paint, hammer and nail).	

Construction Knowledge: Thinking and Reasoning

Goal THINK -2: Children recall information and use it for addressing new situations and problems.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
2a Recognize whether a picture or object is the same as or different from something they have seen before.	2g Demonstrate their ability to apply what they know about everyday experiences.
2b Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	2h Describe past events in an organized way, including details or personal reactions.
2c Describe or act out a memory of a situation or action, with adult support.	2i Improve their ability to make predictions and explain why things happen using what they know.
2d Make predictions about what will happen using what they know.	2j Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.
2e Introduce ideas or actions in play based on previous knowledge or experience.	2k Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.
2f Ask questions about why things happen and try to understand cause and effect.	2l Speculate and imagine what might happen next.

Construction Knowledge: Thinking and Reasoning

Goal THINK - 3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
3a Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story.").	3e Use language to identify pretend or fantasysituations (say, "Let's pretend we're going on a trip." "That's a pretend story.").
3b Use words like "think" and "know" to talk about thoughts and beliefs.	3f Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't.").
3c Recognize that beliefs and desires can determinewhat people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is).	3g Use language to describe their thinking processeswith adult support.

Strategies for Supporting Construction of Knowledge

1. Help children participate in art, music, theater, dance activities, and enjoy a wide range of sensory experiences, especially for children with sensory impairments. For example, play music with a bass beat that children who are deaf can feel through their bare feet. Make sure children see others moving in time to the music. Remember, some children are overly sensitive to sound, light, or touch. Expose them to new sensory experiences gradually.
2. Take walks around the neighborhood to experience changes in nature. Point out flowers, colored leaves, wind, water, animals, and other items in nature. Observe what children are interested in and provide materials and books to follow their interests.
3. Provide opportunities to play with materials in ways that change them, such as cutting Play-Doh® and squishing it back together or mixing two colors of finger paint.
4. Read and act out stories in which the characters must work to solve challenging problems or make decisions. Talk about what the characters might be thinking or feeling.
5. Introduce a problem and encourage the children to come up with as many solutions as possible. Then ask them to think about possible consequences: "What would happen if they use this solution?"
6. Play games that involve thinking and reasoning, such as "I Spy" or "I'm Thinking of an Animal."
7. Make planning a regular part of the day. For example, after morning mat or during planning for play, ask children what they would like to do and how they plan to carry it out.

8. Ask open-ended questions that encourage children to think of possible next steps (e.g., "I wonder what would happen if...").
9. Set aside a part of each day to talk about and reflect on the day's activities. Gather children into a small group and ask them to share what they have done. Encourage other children to be active listeners.
10. Interpret and expand on what children do and say. Children who are nonverbal or those beginning to learn English may gesture or present materials to indicate what they did. Add words to their actions, checking with them for cues that indicate their message is understood.
11. Use reflective dialogue and comment on what children are doing as they play. This encourages children to pay attention to what they are doing, and it makes it easier for them to recall the event later.
12. Encourage children to carry over their activities to the next day. For example, if children run into a problem they had not anticipated, they can come up with solutions to try the following day.
13. Be aware that children might be solving problems silently. Allow them time to do so. Invite a child to use words to state or to show what the problem is if it will lead them to a solution (don't require them to explain the problem).
14. Invite children to tell or retell stories and talk about recent events. Discuss the sequencing and timing of experiences.
15. Promote decision-making for individual and/or class decisions (such as give children an opportunity to choose which author to study next or where to go on a field trip). You should model his/her thinking through "think- alouds." Talk about what children might be thinking as decisions are made. ("I know we need to choose what to do next, but I like both choices. I think we need to look at our choices to see which will work best...").

Creative Expression

Goal THINK -4: Children demonstrate appreciation for different forms of artistic expression.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
4a Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again).	4c Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again).
4b Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	4d Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).
	4e Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show.").
	4f Recognize the value of artistic expression and the role the arts play in people's lives.

Creative Expression

Goal THINK -5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
5a Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	5f Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.
5b Show creativity and imagination when using materials and assuming roles during pretend play.	5g Plan and act out scenes based on books, stories, everyday life, and imagination.
5c Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways.	5h Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.
5d Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities.	5i Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song or dance Tongan style to the beat of the music).
5e Show awareness of various patterns of beat, rhythm, and movement through music and dance activities.	5j Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.

Strategies for Supporting Creative Expression

1. Encourage children to talk about and/or share their creative expressions with others.
2. Provide access to a variety of materials for creative expression and storytelling media (non-hazardous paints, modeling materials, a wide variety of paper types, writing and

drawing utensils of various sizes and types, and collage materials), and activities that encourage children to use their imagination and express ideas through art, construction, movement, music, etc.

3. Use a variety of horizontal and vertical surfaces (easels, floor, and walls) and two- and three-dimensional objects (boxes, clay, and plastic containers) for creative expression.
4. Develop classroom procedures that encourage children to move materials from one learning center to another (such as using markers and paper in a dramatic play area).
5. Use an abundance of multicultural books, pictures, and music in the classroom.
6. Take children to museums, galleries, plays, concerts, and other appropriate cultural activities.
7. Invite family members, authors, artists, musicians, and storytellers from different cultural and language backgrounds to the classroom so children can observe firsthand the creative work of a variety of people in the arts.
8. Give children opportunities to respond through music, movement, dance, dramatic play, and art (e.g., following expressive movement experiences, ask them to draw a picture of themselves and then tell you about the picture).
9. Provide appropriate instruments (e.g., maracas, rhythm sticks, bells, tambourines, drums, sand blocks, shakers) for musical experimentation.
10. Play music, provide materials such as scarves, streamers, and bells, and make room indoors and outdoors for children to move freely.
11. Encourage children to move and use their bodies in space (e.g., pretending to be a cat, a volcano, or a butterfly). Assist children with modeling movement positions as needed.
12. Provide access to a variety of materials for storytelling and furnish materials that will facilitate the recreation of memories or experiences that a child can share (for example, materials and medium to re-create a memory of a field trip apple picking).
13. Display children's artwork on their eye level on a rotating basis, along with other items of beauty (e.g., wallhangings, tapestry, weavings, posters, stained glass, or arrangements of flowers and leaves).
14. Borrow library prints of great artwork representing a variety of countries and ethnic groups, hang them at the eye level of the children, and have conversations about them.

Special Connections

Goal THINK -6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
6a Talk about close family members, name their relationships to each other, and describe family routines ("Naomi is my sister." "My grandma takes care of me at night.").	6d Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences.
6b Adopt roles of family and community members during play, given support and realistic props.	6e Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to them play.
6c Identify and talk about the roles of some community helpers (police, fire fighters, garbage collectors).	6f Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, health workers, doctors, dentists).

Special Connections

Goal THINK -7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
7a Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, "That's my family," or "I'm in Ms. Maile's class.").	7b Identify and express self as a part of several groups (e.g., family, preschool class, faith community).

Special Connections

Goal THINK - 8: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
8a Show acceptance of people who are different from themselves as well as people who are similar.	8c Show acceptance of people who are different from themselves as well as people who are similar.
8b Given support and guidance, explore different Tongan or local cultural practices during play and planned activities.	8d Talk about how other children have different family members and family structures than their own ("I live with my grandma and Naomi lives with her mom and Dad" "Fa'asua's mom works but my Mama stays home and takes care of me.").
	8e Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, dance, art, etc.).

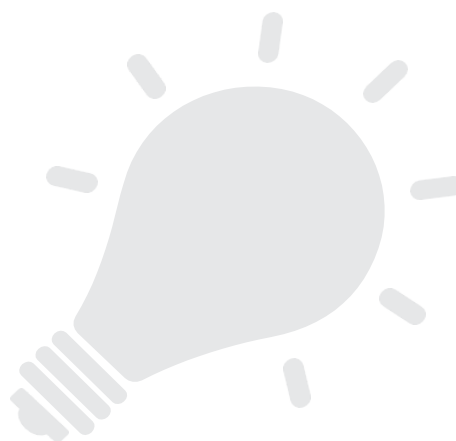
Special Connections

Goal THINK - 9: Children explore concepts connected with their daily experiences in their community or village.

Development Indicators	
Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
9a Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox.").	9e Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sand- box.").
9b Notice changes that happen over time (weather, self or others growing bigger).	9f Observe and talk about changes in themselves and their families over time.
9c Notice and talk about weather conditions.	9g Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other).
9d With prompting and support, participate as a member of a democratic classroom community (vote for next field trip, wait turn to paint when easels are full).	9h Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for class- room jobs).

Strategies for Supporting Social Connections

1. Equip a pretend play area with a variety of props reflecting different aspects of families, communities, and cultures. This will encourage a true understanding of others. Change props per the interests of the children.
2. Provide literature and music that reflect a variety of cultures and traditions.
3. Use literature, puppets, and role-playing to help children relate to the feelings of others.
4. Give children access to a wide selection of quality multicultural books.
5. Implement activities that reflect the similarities and differences among the children and families within the classroom (e.g., do body tracing and provide children with multicultural crayons or dirt paint to represent the variety of skin tones).
6. Invite community helpers into the classroom.
7. Welcome families into the classroom to share their cultures, traditions, and talents.
8. Explore the physical, biological, and social world beginning with the school (e.g., a visit to another classroom) and then into the community through field trips.



9. Involve children in school and community service projects.
10. Model cooperation and negotiation. Involve children in making rules for the classroom.
11. Hold class meetings to discuss concerns and issues that occur in the classroom. Encourage children to use a variety of problem-solving strategies to work through any concerns (e.g., use roleplaying and puppets to help children empathize with their peers).
12. Learn to say a few important words in the home language of children whose families speak a different language. (Consult with family members about which phrases are most important.)
13. Talk with children about relevant past and future events.
14. Expose children to world events, particularly those that involve children. Take care to avoid discussions of disturbing events, focusing instead on "good news" that can give children a glimpse of other lands and their people.

Special Connections

Goal THINK - 10: Children observe and describe characteristics of living things and the physical world.

Development Indicators	
Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
10a Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet).	10f Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).
10b Notice and react to the natural world and the outdoor environment.	10g Notice and react to the natural world and the outdoor environment.
Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behaviour, and habitat. THINK-10c	10h Describe some things plants and animals need to live and grow (sunlight, water, food).
10c Notice and describe current weather conditions.	10i Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden).
10d Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	10j Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.
10e Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper).	10k Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer).
	10l Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees).

Special Connections

Goal THINK - 11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
11a Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	11f Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.
11b Observe objects, materials, and everyday events, and describe what they notice (temperature, texture, size, weight, color, etc.).	11g Ask questions and identify ways to find answers (look in a book, use the class computer, try something and watch what happens).
11c Ask questions to find out more about the natural world.	11h Compare objects, materials, and phenomena by observing and describing their physical characteristics.
11d With guidance and support, use simple tools to investigate objects and materials (magnifying glass, sifter, ramps for rolling balls and cars).	11i Use an increasing variety of tools to investigate the world around them (measuring tools, balance, droppers).
11e Describe and predict changes that take place when mixing and manipulating materials.	11j Make and check predictions through observations and experimentation, with adult support and guidance.
	11k Engage in the scientific process by observing, making predictions, recording predictions, developing plans for testing hypotheses, trying out ideas and communicating outcomes.

Strategies for Supporting Scientific Exploration and Knowledge

1. Expose children to the scientific method of inquiry: observing, questioning, predicting, experimenting, and representing results.
2. Engage children in observing events, exploring natural objects, and reflecting on what they learn (e.g., hang a bird feeder outside the classroom window and use binoculars to observe the birds; go outdoors).
3. Give children freedom to come up with their own solutions to problems. Listen to their ideas. Model the thinking process by talking out loud, writing or mapping about a problem, and reflecting on how it might be solved.
4. Model language that encourages children to express wonder, pose questions, and provide evidence of discoveries.
5. Create a sensory center to stimulate curiosity and exploration. Mix colors (paint, markers, food coloring, crayons) to see what happens.

6. Model and teach responsible behavior. Guide children in the handling and care of pets, plants, and learning tools.
7. Provide a science discovery center where children can compare the properties of objects such as shells, rocks, nests, and skeletons. Also, include science materials throughout the indoor and outdoor environments.
8. Encourage scientific exploration throughout the classroom (e.g., set up sinking and floating experiments at the water table; provide cooking experiences that encourage the observation of changes
9. in matter; equip the block center with materials that encourage exploration of vehicles and ramps).
10. Plant gardens that change over the seasons. Provide a diversity of plants and trees that attract wildlife (e.g., butterfly bushes, trees for birdhouses, and bird feeders).
11. Provide a variety of outdoor natural materials (smooth stones, shells, pinecones, acorns) that children can investigate.

Special Considerations

Goal THINK-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions. Teachers can encourage and support children in taking another child's perspective by explaining how another child might feel and/or how the other child might view a situation.

Goal THINK-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance. Most children seem to naturally enjoy participating in creative arts activities. Teachers support children's creativity by providing lots of different types of materials and experiences, and then encouraging children to use them in different ways without evaluating what children are doing.

Goal THINK-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities. Children's families and communities differ from each other and from their teachers' family and community. You can best support children's understanding of their family, home, village and community by accepting and respecting each child's unique experiences with relationships and roles.

Goal THINK-10: Children observe and describe characteristics of things and the physical world. Children with disabilities may need extra support as they observe and describe living things and objects. Be sure they can use different senses to observe and provide opportunities for them to describe observations with words, gestures, and/or pictures. Dual Language Learners will also benefit from opportunities to express their observation in their home language or in English.

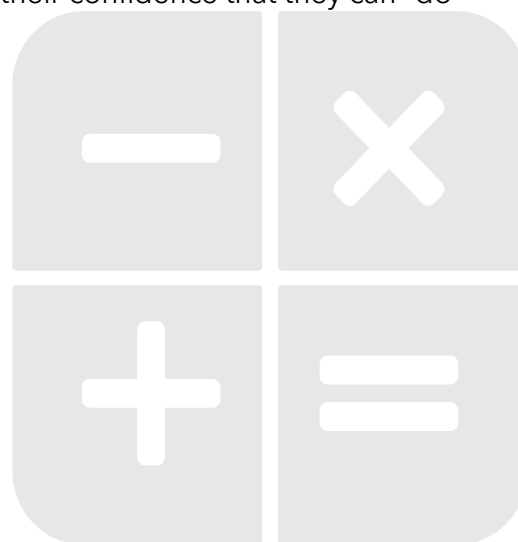
Emergent Mathematics

Learning to think like a mathematician involves more than learning to count and to recognize numbers. It involves comparing objects that are heavy and light, big and small, and long and short; as well as identifying and describing shapes (circle, square, rectangle); recognizing repeating patterns (blue-yellow-blue-yellow); comparing quantities (which is more and

which is less); and following sequencing directions that tell what to do first, next, and last. Young children are curious, independent, energetic, and eager to learn new things. These characteristics help children acquire and express the math concepts that will form a working foundation for more formal math learning in kindergarten and the primary grades.

Adults can support the development of mathematical thinking and expression by being enthusiastic about noticing how mathematical concepts are part of everyday activities and using “maths talk” to describe children’s experiences. There is no need to drill children with flashcards or worksheets in order to help them learn math.

Those practices do not promote children’s curiosity or their confidence that they can “do math.” Adults who provide daily opportunities for children to solve problems, notice the shapes of the blocks they are playing with in the block area, count the number of children sitting at the lunch table, identify which box has more crayons, follow directions, or notice which stack of books is taller and which is shorter are helping children to learn mathematical concepts. You can use mathematic talking with children so that they see and hear mathematical concepts in action. This works much better for building a foundation in mathematical thinking than using a worksheet or forcing children to write numbers over and over. Try to remember and point out mathematical concepts throughout the day with your children.



Nowhere is it truer to say that children learn by experience and discovery, than when they are learning to think like a mathematician and express their mathematical understandings. Encouraging children to engage with numbers, shapes, and patterns in their everyday lives promotes a solid foundation of mathematical problem solving and understanding.

Numbers and Counting

Goal THINK - 12: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
12a Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. (If child is offered two plates of crackers can select the preferred amount and can explain that he wanted more or less).	12g Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.
12b Rote count to 10 with increasing accuracy.	12h Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different.
12c Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question,	12i Rote count to 20 with increasing accuracy.

"How many are there?"	
12d Recognize numerals up to 5 during play and daily activities.	12j Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.).
12e Match numerals 1-5 to sets of objects, with guidance and support.	12k Count up to 10 objects arranged in a line using one- to-one correspondence with increasing accuracy, and answer the question "How many are there?"
12f Write numerals or number- like forms up to 5 during play and daily activities.	12l Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities.
	12m Match numerals 1-10 to sets of objects, with guidance and support.
	12n Given a number 0-10, count that many objects.
	12o Know the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting).
	12p Tell what number comes next or what number came before another number when counting 1-5.

Numbers and Counting

Goal THINK - 13: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
13a Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the pretend play area).	13c Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" during play and other daily activities (count new children to see how many more plates are needed for snack).
13b Show they understand that putting objects together in a set will make a bigger set and removing objects from a set will make a smaller set.	13d Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects).

Strategies for Supporting Numbers and Counting

1. Make a variety of materials easily accessible for children for the purpose of developing and refining number sense (e.g., blocks and accessories, collections, sand and water accessories, art supplies, dramatic-play props, manipulatives, and literacy materials).
2. Provide a variety of manipulatives that can be counted, sorted, and ordered (for e.g., blocks by colors, sizes, and shapes).

3. Incorporate many different types of counting activities in the context of daily experiences and routines.
4. Read stories, sing songs, and act out poems and finger plays that involve counting, numerals, and shapes.
5. Have children match the same number of objects to number cards. (E.g., 3 bean counters with the number 3 card, etc.)
6. Have children compare piles of objects as more, less, or the same.
7. Play Number Boards (Like Bingo). When numbers are called out, children count objects and cover the square that has the same number of objects.
8. Explore how to use number lines or counters to count on 0, 1, 2, and 3.

Matching, Sorting, Organizing and Patterning

Goal THINK - 14: Children demonstrate a beginning understanding of emergent mathematics thinking by matching, sorting, describing, organizing, and creating simple patterns during play and other activities.

Development Indicators	
Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
14a Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another).	14d Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute).
14b Identify familiar objects as the same or different.	14e Describe, duplicate and extend simple repeating patterns (two- part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).
14c Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play (repeat a movement pattern during a song, extend a line of blocks in alternating colors).	14f Show beginning abilities to create simple repeating patterns.

Strategies for Supporting Matching, Sorting, Organizing and Patterning

1. During clean-up routines, prompt children to sort materials according to categories or classifications. For example, say, "Dolls go in the doll bed and the food goes in the basket."
2. Describe toys that children are using, show children toys that are the same or belong to the same category and encourage them to find a similar object. (e.g., "You're playing with a car.
3. This is a car, too. Can you find another car?"). The question is needed to prompt the child's thinking. Otherwise, one is just telling the child what a car is without any expectations.

4. Prompt children to classify and sort during play. For example, say, “Put the big spoon in the big bowl and put the little spoon in the little bowl.”
5. Use questions to encourage children to think about patterns. For example, after creating an AB pattern with cars and trucks say, “What comes next?” Encourage children to create a similar pattern using different objects such as red and blue blocks.
6. Point out patterns that appear in natural situations. For example, say, “Look at the stripes on his shirt. Red, white, red, white.” Encourage children to look for and identify other patterns in the room.
7. Provide opportunities to observe naturally occurring patterns within the indoor and outdoor environments. Use art materials and manipulatives with children to create patterns (e.g., weaving, painting, stringing beads, and building blocks).

Foundation for Geometry, Shapes and Spatial Understanding

Goal THINK - 15: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.

Development Indicators	
Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
15a Respond to and begin to use words describing positions (in, on, over, under, etc.).	15d Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words.
15b Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences.	15e Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”).
15c Stack or line up blocks that are the same shape.	15f Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. 15g Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”).

Strategies for Supporting Foundations for Geometry, Shapes and Spatial Understanding

1. Identify shapes within the classroom and surrounding environment and talk about them using terms that are associated with geometry.
2. Play shape matching, starting with identical shape pairs. After children master this, move to matching the same shape but shown in different colors or objects, etc. to make it more difficult.

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3. Play "Shape and Seek." Have children choose a shape, and then find an object in the classroom that is the same shape.
4. Go on a Shape Walk. Take a walk outside and identify shapes in the outdoor environment.
5. Provide tangrams and a variety of other materials such as cubes and different shaped blocks for building, connecting, and exploring.
6. Using parquetry pattern cards to match shapes, figure out which cards go where?
7. Explore how a round or curved shape has no corners or sides. For example, "How many sides does a triangle have? How many corners does a rectangle have?"

Foundation for Measurement and Time

Goal THINK - 16: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of time during play and other activities.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
16a Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	16f Use descriptive language for size, length, or weight (short, tall, long, heavy, big).
16b Compare the size or weight of two objects and identify which one is longer/taller/ heavier than the other ("That rock is heavier than this one. I can lift it." "The snake is longer than the worm").	16g Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string).
16c Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale).	16h Put a few objects in order by size, length or weight (arrange a group of 3 blocks in order from the shortest to the longest).
16d Describe the weather as hot or cold. (Engage in explorations with temperature).	16i Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale).
16e Recognize routines with time passing throughout the day (identifying mat time, snack time, outside play, etc.).	16j Describe the weather as hot or cold. (Continue to engage in explorations with temperature).
	16k Recognize routines with time passing throughout the day (identifying mat time, choice play, outside, play, etc.).

Strategies for Supporting Foundations for Measurement and Time

1. Display a picture schedule of the daily classroom routine that can be used as the basis for questions throughout the day.
2. Provide opportunities to measure (e.g., "How many steps does it take to walk from the front door to your cubby?" or "How many blocks long is your arm?").
3. Provide opportunities to weigh objects (comparing the weight of common classroom objects using a balance scale).

4. Hang a growth chart in the classroom. Every couple of months measure each child's height and label with their name. Talk about their growth.
5. Set out a thermometer and check the temperature daily. Talk about what the temperature feels like each day.
6. Learn how to find the outdoor temperature and use it to help choose which clothes to wear and what activities to enjoy.
7. With guidance and support learn how to measure length, width, and height using inches and feet. Explore how to use rulers, tape measures, and yardsticks to measure how long, wide, or tall something is.

Mathematical Thinking and Reasoning

Goal THINK - 17: Children use mathematical thinking to solve problems in their everyday environment.

Development Indicators	
Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
17a Seek answers to questions by using mathematical thinking (i.e., reasoning and problem solving) during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).	17d Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®).
17b Use drawing and concrete materials to represent and communicate mathematical ideas (draw many circles to show "lots of people," put craft sticks in a pile to show the number of children who want water with snack).	17e Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent color of clothes belonging to friends in a group).
17c Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials.	17f Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower, so I knew to put a blue one next." "I counted four friends who didn't have blocks, so I got four more.").
	17g Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a new puzzle, working on the edges first).

Strategies for Supporting Mathematical Thinking and Reasoning

1. Prompt thinking and analysis by asking open-ended questions. (e.g., "How will you know how many plates you need for the guests at your party?").
2. Model problem-solving strategies (teacher talks aloud about thoughts as she solves problems).

3. Provide real-life and purposeful experiences that are related to children's understanding of quantities. (e.g., "How many graham crackers will we need for your table at snack time?").
4. Engage children in inquiry-based exploration in various learning centers and outdoors.
5. Allow children to freely play with manipulatives and math materials before using them for problem solving. When children are familiar with materials, then use them to problem solve more effectively.
6. Through questioning, help child discover different mathematic strategies that can be used to solve word problems, such as using counters, drawing a picture, creating a chart, or writing a number sentence.

Special Considerations

Goal THINK-12: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

While some children will intuitively develop certain foundational counting principles, e.g., when counting a set of objects, the last number spoken represents the quantity, (THINK-9m), other children will need explicit opportunities to learn. Therefore, in addition to play and daily activities, it is critical that intentional teaching time be allotted in the daily schedule. Such intentional teaching time should include objects that children can manipulate because children gain an understanding of numbers and mathematical concepts through hands-on activities that are related to real-life.

Goal THINK-13: Children demonstrate a beginning understanding of numbers and operations during play and other activities.

Once children have developed a foundational understanding of counting and number quantity relationships, it is important that they begin to understand how numbers can be put together (composed) or taken apart (decomposed) in different ways (THINK-13e). Such composing and decomposing activities will support later work when child begins to consider place value and adding and subtracting with "friendly numbers."

Goal THINK-14: Children demonstrate a beginning understanding of emergent mathematics by matching, sorting, describing, organizing and creating simple patterns during play and other activities.

Mathematics thinking during the early learning years is focused on developing the ability to identify and consider simple relationships such as how objects in a group might be related such as: color, shape, etc. (THINK-14h). Beginning to understand the concept of simple relationships can be addressed through simple sorting activities (e.g., How are the items in this group related? They are all blue). Once children begin to develop the concept of simple, obvious relationships such as sorting based on a similar attribute (color for example), then such understanding can be extended to a sequence relationship such as duplicating, extending, and creating a simple repeating pattern (THINK-14i, and THINK-14k).

Goal THINK-15: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.

While certain directional words, such as in, on, over, under (THINK-15l) are intuitive to adults, they are terms that not all children have had an opportunity to learn. As a result, ongoing opportunities should be provided for children to experience and carry out directional instructions. Also, as a result of

unintentional instruction and personal experiences, some children can immediately recognize and name beginning shapes, such as square, circle, and triangle, while others cannot. Therefore, intentional and ongoing learning opportunities are needed to relate blocks in a learning center to similar shapes in the environment.

Goal THINK-16: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of time during play and other activities. Children need opportunities to develop the understanding that the same units can be repeated over and over again in order to measure (i.e., length, weight, time, temperature). Time and temperature are clustered under measurement because these areas are all measured through defined units (minutes on a clock, degrees on a thermometer). The experiences with measurement and understanding units should be grounded in play and everyday routines. The connection between measurement and data analysis is because measuring is a form of data collection, and foundational data analysis involves a comparison - identifying the relationships among pieces of information. As a result, data analysis in the early learning years should focus on tasks such as sorting and comparing (helping children begin to recognize differences and similarities) and recognizing and building patterns.

Goal THINK-17 Children use mathematical thinking to solve problems in their everyday environment. One of the most important educational experiences children can have is the opportunity to explain their thinking and reasoning as it relates to mathematical situations and to relate mathematics to everyday situations. As set forth in the Mathematical Thinking and Reasoning - Strategies for Preschoolers section above, asking open ended questions requires children to explain their thinking and to listen to and restate the reasoning of their classmates. Research shows that everyone has the capacity to think and reason mathematically and the more such opportunities are provided, the more the brain grows. Therefore, having opportunities to think and reason mathematically supports all areas of development.

Language and Communication with Emergent Literacy (COMMUNICATE)



From birth, children are learning language and developing the ability to communicate. The Language Development and Emergent Literacy domain describes many important aspects of children's language and early literacy development.

Language development begins with children's ability to understand what others are communicating to them. Infants and toddlers often can understand much more than they can say. First, infants and toddlers learn the meaning of words and other forms of communication and gradually learn to express their needs through crying, gesturing, and facial expressions, and later using words to express themselves.

By the time they are preschoolers, most children have developed a large vocabulary and are learning the rules of language, such as grammar.

Children also learn many important early literacy skills as they grow and develop. The youngest children build the foundation for reading and writing as they explore books, listen to songs and nursery rhymes, hear stories, and begin to scribble and draw. Preschoolers learn to follow along as someone reads to them, remember familiar stories and talk about them, learn the names of the letters of the alphabet, and begin to be more intentional about what they draw and scribble.

Adults who pay close attention to what children are trying to communicate and respond consistently to children's communications help children become good communicators. This is especially important for infants and toddlers as they learn first how to communicate nonverbally, and then verbally. Teachers also promote communication skills and early literacy skills as they talk with, read to, and sing with children of all ages. Children learn that reading and writing are important as they see adults using these skills in everyday life and, for preschoolers, as they begin to point out letters, help children follow print, and lead activities that introduce early literacy concepts such as the sounds included in words. Teachers support children's early literacy development through learning experiences that introduce early literacy concepts such as telling children the names of letters naturally as a part of daily routines and activities, as opposed to teaching one letter per week or focusing on early literacy skills outside of meaningful daily activities.

One way that children acquire cognitive and social development is through language. Teachers should recognize the linguistic and culturally diverse characteristics in their classrooms and support children and families who speak languages other than Tongan or have different dialects or variations of Tongan. Teachers should acknowledge, show respect, support and include each child's home language or dialect. Children whose families speak a language other than Tongan, will probably demonstrate progress on the Goals and Developmental Indicators included in this document in their home language first; therefore, it is very important to encourage children and their families to continue to use their home language while they are learning others such as English.

Teachers should also keep in mind that children with disabilities may need extra support when they are communicating with others. They may need listening devices to help them hear so that they can learn the sounds and words used in language. They may need additional support from a specialist to help them develop communication skills. Teachers should communicate with and observe young children carefully to see if they are picking up communication skills early on and seek additional assistance if a child seems to have a delay in this area.

Learning to Communicate through Listening and Talking

Goal COMMUNICATE - 1: Children understand communications from others

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
1a Show understanding of increasingly complex sentences.	1d Show understanding of increasingly complex sentences.
1b With prompting and support, respond to requests for information or action.	1e Respond to requests for information or action.
1c Follow simple multistep directions with visual cues, if needed.	1f Follow more detailed multistep directions.

Learning to Communicate through Listening and Talking

Goal COMMUNICATE - 2: Children participate in conversations with peers and adults.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
2a Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication).	2d Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).
2b Initiate and carry on conversations and ask questions about things that interest them.	2e Initiate and carry on conversations that involve multiple back and forth communications or turn between the persons involved in the conversation.
2c With prompting and support, make comments and ask questions related to the topic of discussion.	2f Initiate and participate in conversations related to interests of their own or the persons they are communicating with.
	2g Participate in a group discussion, making comments and asking questions related to the topic.

Learning to Communicate through Listening and Talking

Goal COMMUNICATE - 3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
3a Answer longer questions using more detail.	3c Answer more complex questions with an explanation ("I didn't like camping out because it rained." "Maria is my friend because she's nice to me").
3b Use sentences or questions to ask for things (people, actions, objects, pets) or gain information.	3d Ask specific questions to learn more about their world, understand tasks, and solve problems.

Learning to Communicate through Listening and Talking

Goal COMMUNICATE - 4: Children communicate thoughts, feelings, and ideas clearly.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
4a Communicate messages with expression, tone and inflection appropriate to the situation.	4c Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.
4b Speak clearly enough to be understood by familiar adults and children.	4d Adapt their communication to meet social expectations (speak quietly in the cozy book areas, speak politely to older relative).
	4e Speak clearly enough to be understood by most people.
	4f Relay messages accurately.

Learning to Communicate through Listening and Talking

Goal COMMUNICATE - 5: Children describe familiar people, places, things, and events.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
5a Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	5c Describe experience and create and/or retell longer narratives
5b Describe experiences and create or retell short narratives.	

Learning to Communicate through Listening and Talking

Goal COMMUNICATE - 6: Children use most grammatical constructions of their home language well.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
6a Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).	6c Speak in full sentences that are grammatically correct most of the time.
6b Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).	

Learning to Communicate through Listening and Talking

Goal COMMUNICATE - 7: Children respond to and use a growing vocabulary.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
7a Repeat familiar songs, chants, or rhymes.	7e Repeat familiar songs, chants, or rhymes.
7b Use more than one word for the same object and use words for parts of objects (fish, whale, tail).	7f Use a growing vocabulary that includes many kinds of words to express ideas clearly.
7c Make up names for things using words they know (e.g., dog doctor for veterinarian).	7g Guess the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and know the unfamiliar shoes must be boots because they know that the other pair of shoes are sandals).
7d Use many kinds of cues in the environment to figure out what words mean.	7h Distinguish between real and made-up words.

Strategies for Learning to Communicate through Listening and Talking

1. Use facial expressions, gestures, and a rich and varied vocabulary when speaking and reading with children.
2. For Second Language Learners, repeat common phrases frequently, slowly, and clearly.

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3. Introduce new words and concepts by labeling what children are doing and experiencing.
4. Before reading a book or introducing a new concept, determine which words the Second Language Learners might not know that are important to understand the book. Plan strategies to teach these words. For instance, say the word in their home language first before introducing it in English and/or use pictures or objects to illustrate what the word means.
5. Use the new words in a variety of contexts during the day. Be intentional in the use of new words and phrases.
6. Learn new words in the child's family language and use them when introducing new concepts.
7. Give children clear instructions that help them move from simple directions to a more complex sequence. Country directions positively, respectfully, carefully, and only as needed.
8. Use visual cues such as props, demonstrations, and gestures to help children understand instructions, especially children who are just beginning to learn English and children with disabilities who have limited language skills.
9. Engage children in conversations in small groups to monitor their understanding and give opportunities to express themselves.
10. Engage children frequently in one-on-one conversations; listen and respond to what is being said. Show interest by sitting face to face at the child's level and maintaining eye contact.
11. Help children discriminate sounds in spoken language through rhymes, songs, and word games, using various media (e.g., CDs of music and stories).
12. Model good conversational skills and encourage children to use them (e.g., encourage children not to interrupt others, help children to clarify what they are saying when they feel misunderstood).
13. Model and provide opportunities for children to communicate in different ways (e.g., home languages and manual signs, gestures, pictures, and devices).
14. Encourage opportunities for Second Language Learners to interact with peers. Help them communicate with English speaking peers by offering words, showing them how to use gestures, etc.
15. Encourage children to describe their family, home, community, and classroom. Expand on what they say by adding information, explanations, and descriptions.
16. Help children remain focused on the main topic of conversation by restating current ideas.

17. Ask open-ended questions that encourage conversation and stimulate children's creativity. Take into consideration Second Language Learners' process of second language acquisition when asking questions (see section on DLLs). Even if they cannot respond to open-ended questions in complete sentences in English yet, they might be able to respond with a familiar word.
18. Make the value of bilingualism explicit in the classroom. Reinforce children's use of another language.
19. For children who are receiving support services such as speech therapy or special education, all adults should work together for consistency, particularly for modes of communication.

Print Awareness, Book Knowledge, Sounds and Words

Goal COMMUNICATE - 8: Children develop interest in books and motivation to read.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
8a Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	8d Engage in reading behaviors independently with increased focus for longer periods of time.
8b Show an interest in books, other print, and reading related activities.	8e Use and share books and print in their play.
8c Listen to and discuss storybooks, simple information books, and poetry.	8f Listen to and discuss increasingly complex storybooks, information books, and poetry.

Print Awareness, Book Knowledge, Sounds and Words

Goal COMMUNICATE - 9: Children develop book knowledge and print awareness.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
9a Hold a book upright while turning pages one by one from front to back, but not always in order.	9d Hold a book upright while turning pages one by one from front to back.
9b With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, "message" on card for family member).	9e Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check schedule to learn next activity).
9c Demonstrate an understanding that print and symbols can tell people what to do (to organize classroom activities—where to store things, and when they will have a turn).	9f Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
	9g Identify their name and the names of some friends when they see them in print.

Print Awareness, Book Knowledge, Sounds and Words

Goal COMMUNICATE - 10: Children comprehend and use information presented in books and other print media.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
10a Imitate the special language in storybooks and story dialogue with some accuracy and detail.	10f Imitate the special language in storybooks and story dialogue with some accuracy and detail.
10b With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.	10g Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.
10c Relate personal experiences to events described in familiar books, with prompting and support.	10h Use knowledge of the world to make sense of more challenging texts.
10d Ask questions about a story or the information in a book.	10i Relate personal experiences to an increasing variety of events described in familiar and new books.
10e With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.	10j Ask more focused and detailed questions about a story or the information in a book. COMMUNICATE-
	10k Discuss storybooks by responding to questions about what is happening and predicting what will happen next.

Print Awareness, Book Knowledge, Sounds and Words

Goal COMMUNICATE - 11: Children develop phonological awareness.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
11a Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds.	11e Distinguish between similar sounding words (e.g., tree and three).
11b Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	11f Enjoy rhymes and wordplay with songs, poems, and books and sometimes add their own variations.
11c Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).	11g Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.
11d Begin to know the sound of first letter in their own name.	11h Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.
	11i Associate sounds with specific words, such as awareness that different words begin with the same sound.
	11j Knows the sound of first letter in their own name.
	11k Recognize sounds in common words.

Print Awareness, Book Knowledge, Sounds and Words Goal COMMUNICATE - 12: Children begin to develop knowledge of print and letters..	
Development Indicators	
Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
12a Demonstrate an interest in learning the alphabet.	12d Demonstrate an interest in learning the alphabet.
12b Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	12e Show they know that letters function to represent sounds in spoken words.
12c Recognize and name some letters of the alphabet, especially those in their own name.	12f Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. 12g Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple.".) 12h Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.

Strategies for Print Awareness, Book Knowledge, Sounds and Words

1. Provide and share fiction and non-fiction books that stimulate children's curiosity.
2. Create comfortable and inviting spaces in different parts of the classroom for children to read; stock these reading nooks with a variety of reading materials.
3. Provide time when children are encouraged to look at books on their own.
4. Promote positive feelings about reading. Allow children to choose books they want to read. Reread favorite books.
5. Make multicultural books and materials available to help children see their home culture and learn about other cultures.
6. Create a connection between home and school through such means as developing a take-home book program, sharing books from home, engaging families in literacy experiences, holding workshops, or creating a newsletter for families. Make sure to send books home written in the family language.
7. Provide multi-sensory approaches to assist reading (e.g., audio recordings, computers, and assistive technology).
8. Point out authors and illustrators; discuss what makes a book a favorite book.

9. Provide children with materials they can use to act out and retell stories (flannel board cutouts, puppets, dolls, props, pictures, etc.).
10. Respond to children’s observations about books and answer their questions.
11. Reread books multiple times, changing the approach as children become familiar with the book. On occasion, ask questions that tap their understanding of why characters are doing things and talk about the meaning of unfamiliar words.
12. Make books available in children’s home languages. Help children identify the language of the book and point out to children the differences and similarities in script.
13. Provide books and other texts in learning centers (e.g., menus in the kitchen area, architectural magazines and photos in the block area, grocery inserts and coupons in the math center).
14. Make available books that reflect children’s sociocultural experiences at home and in their communities.
15. Include strategies for promoting phonological awareness, print, and alphabet knowledge within daily conversation, activities, and routines.

Letter Learning to Early Writing

Goal COMMUNICATE - 13: Children use writing and other symbols to record information and communicate for a variety of purposes.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
13a Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for snack with a mark under the picture of the food they want).	13d Represent thoughts and ideas in drawings and by writing letters or letter-like forms.
13b With prompting and support, communicate their thoughts for an adult to write.	13e Incorporate representations of signs, logos, or other commonly used symbols into their drawing or writing to communicate the messages that they convey.
13c Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play).	13f Communicate their thoughts for an adult to write.
	13g Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols).
	13h Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion).

Letter Learning to Early Writing

Goal COMMUNICATE - 14: Children use knowledge of letters in their attempts to write.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
14a Begin to use letters and approximations of letters to write their name.	14d Use known letters and approximations of letters to write their own name and some familiar words.
14b Distinguish letters from different kinds of drawings/graphics.	14e Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy.").
14c Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters).	

Letter Learning to Early Writing

Goal COMMUNICATE - 15: Children use writing skills and convention.

Development Indicators

Younger Preschoolers 3 to 4 Years Old	Older Preschoolers 4 to 5+ Years Old
15a Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint).	15d Use a variety of writing tools and materials with increasing precision.
15b Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list," horizontal line of marks for a "story").	15e Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line).
15c Play with writing letters and make letter-like forms.	15f Use some conventional letters in their writing.

Strategies for Letter Learning to Early Writing

1. Give children frequent opportunities to draw, scribble, and print for a variety of purposes.
2. Provide a variety of tools, such as markers, crayons, pencils, chalk, finger paint, and clay. Provide adaptive writing/drawing instruments and computer access to children with disabilities.
3. Promote literacy-related play activities that reflect children's interests and sociocultural experiences by supplying materials such as telephone books, recipe cards, shopping lists, greeting cards, and storybooks for use in daily activities.
4. Provide a variety of writing tools and props in centers (e.g., stamps and envelopes for the post office; blank cards, markers, and tape for signs in the block center).
5. Help children use writing to communicate by stocking the writing center with letters and cards that have frequently used and requested words (e.g., "love," "Mom," "Dad," and children's names with photos).

6. Show step-by-step how to form a letter on unlined paper when a child asks.
7. Encourage children to retell experiences and events that are important to them through pictures and dictation.
8. Think aloud (or describe step-by-step process) to model writing for a variety of purposes in classroom routines (e.g., thank-you notes, menus, recipes).
9. Write down what children say and share those dictated writings with them.
10. Assist children in making their own books and class books.
11. Display children's writing and comment on their successes.
12. Discuss letter names in the context of daily activities (as opposed to teaching one letter per week) and provide opportunities for children to hear specific letter sounds, particularly beginning sounds.
13. Usually use unlined paper for children's writing so they will focus on letter formation instead of letter orientation but provide lined paper on occasion.
14. Provide multiple opportunities for children to experiment writing their name (e.g., sign-in list, waiting list, pictures, graphs, etc.).
15. Encourage children to write without an adult model for a variety of purposes (e.g., label their drawings, leave a note to a friend, shopping list, etc.).
16. Ask children if they have written in English or in another language to help them begin to understand that writing in one language is different from writing in another language.

Special Considerations

Goal COMMUNICATE-1: Children understand communications from others. Receptive communication, or understanding what others are communicating, is one of the first communication skills to emerge. Children begin to understand what others are communicating to them much earlier than they can express themselves to others.

Goal COMMUNICATE-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. As children learning English as an additional language, they continue to develop their home language while simultaneously learning English. It is important that they continue to learn communication skills in their home language as they begin to learn to communicate in English.

Goal COMMUNICATE-4: Children speak audibly and express thoughts, feelings, and ideas clearly. Children who are generally quieter than others and children who are learning English as a second language may speak less often, so it's important for teachers to pay close attention when quiet children do talk. Be sure to give them many opportunities to express themselves in different ways and listen carefully to see if the child is easy to understand.

Goal COMMUNICATE-6: Children use most grammatical constructions of their home language well. Children learn to speak with standard grammar slowly, over time. For instance, it takes longer for children to understand how to use personal pronouns like “I” or “you.” They often make mistakes that may be puzzling or funny to adults, but this is part of the process of learning the rules of language. Second Language Learners learn grammar rules first in their home language. Teachers should be mindful to honor the home language while at the same time help the child learn Standard English.

Goal COMMUNICATE-7: Children respond to and use a growing vocabulary. Young children first learn vocabulary words for people, objects, and activities. Later, children begin to learn words for more abstract concepts or things they don’t experience directly. Second Language Learners develop vocabulary first in their home language. As they begin to learn their second language, they will build their vocabulary the same way as their home language—learning words that relate to things and people they experience first, followed by words that are more abstract. They may mix words from their home language and words from their second language as their vocabulary grows.

Goal COMMUNICATE-8: Children develop interest in books and motivation to read. Teachers who model reading with different types of books and provide different types of book-reading experiences inspire children to want to learn to read. Children who are developing the motivation to read often want to hear the same book read over and over. This is a sign that they are developing an interest in books and starting to understand the importance of reading.

Goal COMMUNICATE-11: Children develop phonological awareness. Children benefit from playful experiences where they hear many different types of sounds. However, it’s important to remember that phonological skills emerge later in the preschool period: thus, teachers should provide little or limited formal instruction for phonological awareness.

Goal COMMUNICATE-14: Children use knowledge of letters in their attempts to write. Children’s first attempts to write look more like squiggly lines. Over time, they begin to use marks that look more and more like letters, but initially their letters may be just random letters (not really a part of the word they are trying to write) and/or look different from how adults write. Their letters may be upside down, sideways, and/or running together. Gradually, with practice, the letters they use will look more like conventional writing.

Goal COMMUNICATE-15: Children use writing skills and conventions. Encourage children to learn to write by modeling writing, providing opportunities to pretend or practice writing when they are playing, and letting them draw and color with different types of writing materials. Experiences that are fun and use writing as a way to communicate (rather than just for the sake of practicing letters) are the best way to teach writing skills. Children with fine motor delays may need adaptations such as larger crayons or special pencil grips.

Guiding Principles for Using the KIDS in Practice

Each child is unique.

Children’s development results from a combination of many factors, such as the characteristics they are born with, the culture they live in, and their experiences with their family and in other settings such as early care and education programs. The KIDS should be used as a guide to understand how development generally unfolds, but children will differ in

how and when they demonstrate progress in the areas described within the Developmental Indicators.

Development occurs in predictable patterns, but an individual child's developmental progress is often uneven across different stages and across developmental domains.

Even though each child is unique, there are some predictable steps or stages of development. One ability or skill usually develops before another, and skills that develop earlier often are the foundation for skills that develop later. Children vary a great deal in when and how they reach each developmental or learning milestone. Children making more progress in one developmental or learning domain than they do in another are considered typical.

Young children's learning is integrated across different areas of development so the KIDS and learning experiences provided for children must address all domains: physical, social/emotional, learning through play, literacy, math, and cognitive development (science and social studies).

As young children learn and grow, each area of their development is interrelated and contributes to how well they learn and master new skills. Their growth in the different domains cannot be separated because progress in one area affects the progress they make in other areas of development. Therefore, the KIDS and the learning opportunities that children experience must address all areas of their development in an integrated manner.

Many factors influence a child's development, including relationships with family members and others and experiences within their home, early learning setting, and community.

How children develop is based on a combination of factors, such as the characteristics they are born with, the culture they live in, and their experiences within their family, neighborhood, and in other settings. Each of these factors is important in a child's growth and development, so it is important that teachers pay attention to all aspects of a child's life to support his/her development and learning.

Each child develops within a family.

Tonga is home to families and children from a wide range of rich cultural and linguistic backgrounds. In addition, families across the country reflect multiple loving and supportive ways to be a family. This diversity clearly illustrates the strength and knowledge of the citizens of the country. It is extremely important that all teachers respect each child's culture and family structure; learn as much as possible about each child's family and culture; and foster a close connection with all children and their families by striving to care for children in ways that are consistent with their family's values and how they care for their children.

Nurturing and responsive relationships are essential for healthy growth and development.

Relationships with sensitive, caring adults are important for all children's development in all domains. Strong emotional bonds, or secure attachments, with trusted adults are particularly important for infants and toddlers but are a hallmark of excellence in all programs serving young children. The relationships that children form with adults support their emotional and social development and serve as a springboard for exploring the environment and learning new concepts. Strong emotional bonds, or secure attachments, with trusted adults are particularly important for infants and toddlers but are a hallmark of excellence in all programs serving young children. The relationships that children form with adults support

their emotional and social development and serve as a springboard for exploring the environment and learning new concepts.

Children are active learners who learn best in a developmentally appropriate program that balances play with age-appropriate rigor.

Children need hands-on learning experiences to develop the skills and knowledge described in the KIDS. They learn by doing, and they need time to practice what they are learning, to ask questions, to make mistakes, to investigate, and to use what they are learning in their everyday activities. Play is the best tool for early learning and development. If you will follow the strategies throughout the curriculum that call for play-based learning, then children can grow and develop to their fullest potential in preschool classrooms that are developmentally appropriate and woven with loving and caring teachers.

All children learn best in inclusive settings.

Inclusive early childhood programs should help create high expectations for every child, regardless of ability, to reach his or her full potential. Children with disabilities will make the most progress developmentally, socially, and academically when appropriate special education services are provided in inclusive settings. Children with and without disabilities learn from one another in inclusive settings. Inclusive settings where education and support are individualized to each child will benefit all children.

Serving children with delays or disabilities progress at different rates or in different ways.

Although the Goals and Developmental Indicators are the same for all children, it is important to remember that children with disabilities may demonstrate progress on the Developmental Indicators at a different rate and/or in different ways from typically developing children. Children with disabilities may be slower to demonstrate progress in some domains than in others and may have very strong skills in one domain but need additional support to make progress in another domain. In some cases, you may need to observe children with disabilities more closely to notice their progress and may need to use alternate methods to help them demonstrate their capabilities. Also, you may need to tailor the curriculum and the instructional strategies used to meet the individual learning needs of children with disabilities. Although all the Strategies included in the KIDS document are applicable for children with disabilities, teachers will find some Strategies written specifically to provide ideas for working with children with disabilities.

Observing Development to Create Child Portfolios

As children are playing and participating in group activities, it is important to observe them in action. Watch for the goals and indicators chosen for the weekly theme. Keep lists of children with you that have some room for notes you take as you see them trying out new skills. You can also keep a stack of small papers handy for writing down anecdotal notes on how children are performing.

It is highly recommended that you keep a running portfolio of each child's progress with the KIDS. Take time to observe each child as you are noticing the goals and indicators for success that you choose to focus on in each theme. As you observe during all parts of the daily schedule, have a way to look for progress with the KIDS that are chosen for the week. Keep notes and charts on skill progress. Use those notes to transfer to each child's ongoing Child Portfolio. Use the notes section under each goal as space to document how the child is progressing on each indicator which are not listed on the actual portfolio. You should write



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the letters of the indicators that you observed above the box of notes. Make your choice score as indicated below:

- Mastered if the child has met all indicators under the goal.
- Emerging if the child has mastered some of the indicators under the goal.
- Not Yet if the child has not mastered or shown any of the indicators.

You can also keep a folder with samples of things created like emerging drawings and photos of creative projects. All of these things can be stored with the Child Portfolio.

The Child Portfolio is a great tool to share with parents each term (or more frequently). It is also a great tool to share with the child's next school or teacher so they will get a nice picture of the readiness skill levels of each child. Please use the detailed recommendations at the top of the Child Portfolio as your guide.

Finally, store developmental information about children in a locked and confidential place so as to guard the child and family's confidentiality. The next few pages can be printed separately to use as the Child Portfolio.

Child Portfolio

Child: _____ **Birthdate:** _____

Enrollment Date: _____ **1st Term Assessment Date:** _____

2nd Term Assessment Date: _____

Note to Teachers: This portfolio is designed to accompany the full Key Indicators of Developmental Success (KIDS) guide as a tool to record each child's individual skills across all domains. The recommendation is to fill out this assessment tool at the end of each term and share results with families. However, a running record or portfolio of each child's work through play will need to be collected throughout the preschool year. As you interact with children individually during parts of the schedule such as choice play and small group times, be sure to keep paper handy to keep notes on skill development. Tune in on certain planned skills that go with your selected themes and fill out this form as children show progress in those particular skills. For example, as children play together, look for their skills in Social and Emotional Development such as:

Goal LOVE-4: Children form relationships and interact positively with other children.

Observe to see if children are interacting with their friends and playmates in positive ways. Use a list of children to write notes on this goal. Write examples of how they are achieving the goal or not. Later, transfer the list to each child's individual portfolio of skills in this booklet. Use your findings to know which children may need your help in achieving the skills. If many children are still emerging in certain goals or sub-skills, use that finding to plan for more experiences that will help all. Finally, be sure to address each goal and sub-skill throughout the term. That will allow for you to observe and support development in ways that will help children learn and grow optimally. Share the results with families each term so that they will be aware and able to support development at home. Refer to the Early Learning Standards full guide for particular indicators suggested for each goal in this portfolio.

Use results for planning developmentally appropriate play activities that will give children opportunities to practice skills in each domain. Do not use results to isolate or judge children in any way. Remember that the Early Learning Standards are a menu of domains, sub-domains, goals and indicators developed to help you plan for, observe and promote individualized development for the children in your class. Using data to inform practice will help you become an effective educator that cares about each child.

Scoring Skill Development:

There are 3 scores to check when finalizing ratings for the current term. If the child has mastered the goal with evident indicators met, the score is **Mastered**. If the child is showing some indicators but not fully mastering yet, the score is **Emerging**. If the child has not mastered and does not meet any indicators of the goal, the score is **Not yet**. Check the appropriate box that matches the child's current level of mastery for each goal. Also, there is space to write any relevant notes or observations for each goal.

PLAY = Approaches to Play and Learning

Subdomain: Curiosity, Information-Seeking, and Eagerness

Goal PLAY-1: Children show curiosity and express interest in the world around them.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal PLAY-2: Children actively seek to understand the world around them.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Play and Imagination

Goal PLAY-3: Children engage in increasingly complex play.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal PLAY-4: Children demonstrate creativity, imagination, and inventiveness.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Risk-Taking, Problem-Solving, and Flexibility

Goal PLAY-5: Children are willing to try new and challenging experiences.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal PLAY-6: Children use a variety of strategies to solve problems.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Risk-Taking, Problem-Solving, and Flexibility

Goal PLAY-7: Children demonstrate initiative.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal PLAY-8: Children maintain attentiveness and focus.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal PLAY-9: Children persist at challenging activities.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

GROW = Approaches to Play and Learning

Subdomain: Physical Health and Growth

Goal GROW-1: Children develop healthy eating habits.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal GROW-2: Children engage in and sustain various forms of physical play indoors and outdoors.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal GROW-3: Children develop healthy sleeping habits.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Motor Development

Goal GROW-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal GROW-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Self-care

Goal GROW-6: Children develop awareness of their needs and the ability to communicate their needs.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal GROW-7: Children develop independence in caring for themselves and their environment.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Safety Awareness

Goal GROW-8: Children develop awareness of basic safety rules and begin to follow them.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

LOVE = Emotional and Social with Morality and Spirituality

Subdomain: Developing a Sense of Self

Goal LOVE-1: Children demonstrate a positive sense of self-identity and self-awareness.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal LOVE-2: Children express positive feelings about themselves and confidence in what they can do.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Developing a Sense of Self with Others

Goal LOVE-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal LOVE-4: Children form relationships and interact positively with other children.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal LOVE-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

Key Indicators Observed and Notes on Progress

<input type="checkbox"/>	Mastered	_____
<input type="checkbox"/>	Emerging	_____
<input type="checkbox"/>	Not Yet	_____

Subdomain: **Learning about Feelings**

Goal LOVE-6: Children identify, manage, and express their feelings.

Key Indicators Observed and Notes on Progress

<input type="checkbox"/>	Mastered	_____
<input type="checkbox"/>	Emerging	_____
<input type="checkbox"/>	Not Yet	_____

Subdomain: **Early Sense of Morality**

Goal LOVE-7: Children choose to use socially acceptable behaviors.

Key Indicators Observed and Notes on Progress

<input type="checkbox"/>	Mastered	_____
<input type="checkbox"/>	Emerging	_____
<input type="checkbox"/>	Not Yet	_____

Goal LOVE-8: Children begin to understand right from wrong.

Key Indicators Observed and Notes on Progress

<input type="checkbox"/>	Mastered	_____
<input type="checkbox"/>	Emerging	_____
<input type="checkbox"/>	Not Yet	_____

Subdomain: **Early Sense of Spirituality**

Goal LOVE-9: Children praise through prayers, songs and reciting.
Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Goal LOVE-10: Children begin talking about God and their family's chosen religion.
Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Goal LOVE-11: Children begin to treat others with respect, love and compassion.
Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

THINK = Cognitive Development with Emergent Mathematics

Subdomain: **Construction of Knowledge**

Goal THINK-1: Children use their senses to construct knowledge about the world around them.
Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Subdomain: Construction of Knowledge: Thinking and Reasoning

Goal THINK-2: Children recall information and use it for addressing new situations and problems.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Goal THINK-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Subdomain: Creative Expression

Goal THINK-4: Children demonstrate appreciation for different forms of artistic expression.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Goal THINK-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Subdomain: Social Connections

Goal THINK-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms and communities.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal THINK-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal THINK-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal THINK-9: Children explore concepts connected with their daily experiences in their community.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Scientific Exploration and Knowledge

Goal THINK-10: Children observe and describe characteristics of living things and the physical world.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Goal THINK-11: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Subdomain: Scientific Exploration and Knowledge

Goal THINK-12: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Goal THINK-13: Children demonstrate a beginning understanding of numbers and operations during play and other activities.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Subdomain: **Scientific Exploration and Knowledge**

Goal THINK-14: Children demonstrate a beginning understanding of emergent mathematics thinking by matching, sorting, describing, organizing and creating simple patterns during play and other activities.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Goal THINK-15: Children begin to identify, describe, classify and understand shape, size, direction and movement during play and other activities.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Subdomain: **Foundations for Measurement and Time**

Goal THINK-16: Children demonstrate a beginning understanding of measurement (The idea of repeating the use of an object to measure) and a beginning understanding of time during play and other activities.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Subdomain: **Mathematical Thinking and Reasoning**

Goal THINK-17: Children use mathematical thinking to solve problems in their everyday environment.

Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

COMMUNICATE = Language and Communication with Early Literacy

Subdomain: Communicating Through Talking and Listening

Goal COMMUNICATE-1: Children understand communications from others.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-4: Children communicate thoughts, feelings and ideas clearly.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-5: Children describe familiar people, places, things, and events.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-6: Children use most grammatical constructions of their home language well.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-7: Children respond to and use a growing vocabulary.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Communicating Through Talking and Listening

Goal COMMUNICATE-8: Children develop interest in books and motivation to read.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-9: Children develop book knowledge and print awareness.
Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-10: Children comprehend and use information presented in books and other print media.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-11: Children develop phonological awareness.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-12: Children develop knowledge of the alphabet and the alphabetic principle.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Subdomain: Letter Learning to Early Writing

Goal COMMUNICATE-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-14: Children use knowledge of letters in their attempts to write.

Key Indicators Observed and Notes on Progress

- ☐ Mastered _____
- ☐ Emerging _____
- ☐ Not Yet _____

Goal COMMUNICATE-15: Children use writing skills and writing conventions.
Key Indicators Observed and Notes on Progress

☐ Mastered _____

☐ Emerging _____

☐ Not Yet _____

Overall, Strengths

1.

2.

3.

4.

Subdomains to Target Growth

1.

2.

3.

4.

Development Recommendations by Domain

PLAY = Approaches to Play and Learning

GROW = Physical Motor and Wellness:

LOVE = Emotional and Social with Morality and Spirituality:

THINK = Cognitive Development with Emerging Mathematics:

COMMUNICATE=Language and Communication with Emergent Literacy:

Parents or caregivers sharing their notes:

(If this is 2nd review, compare and discuss first results with parents to show progress)

Other concerns shared by parent or teacher:

Notes for successful transition to next level

Teacher _____

Signature

Date: _____

Parent/Caregiver: _____

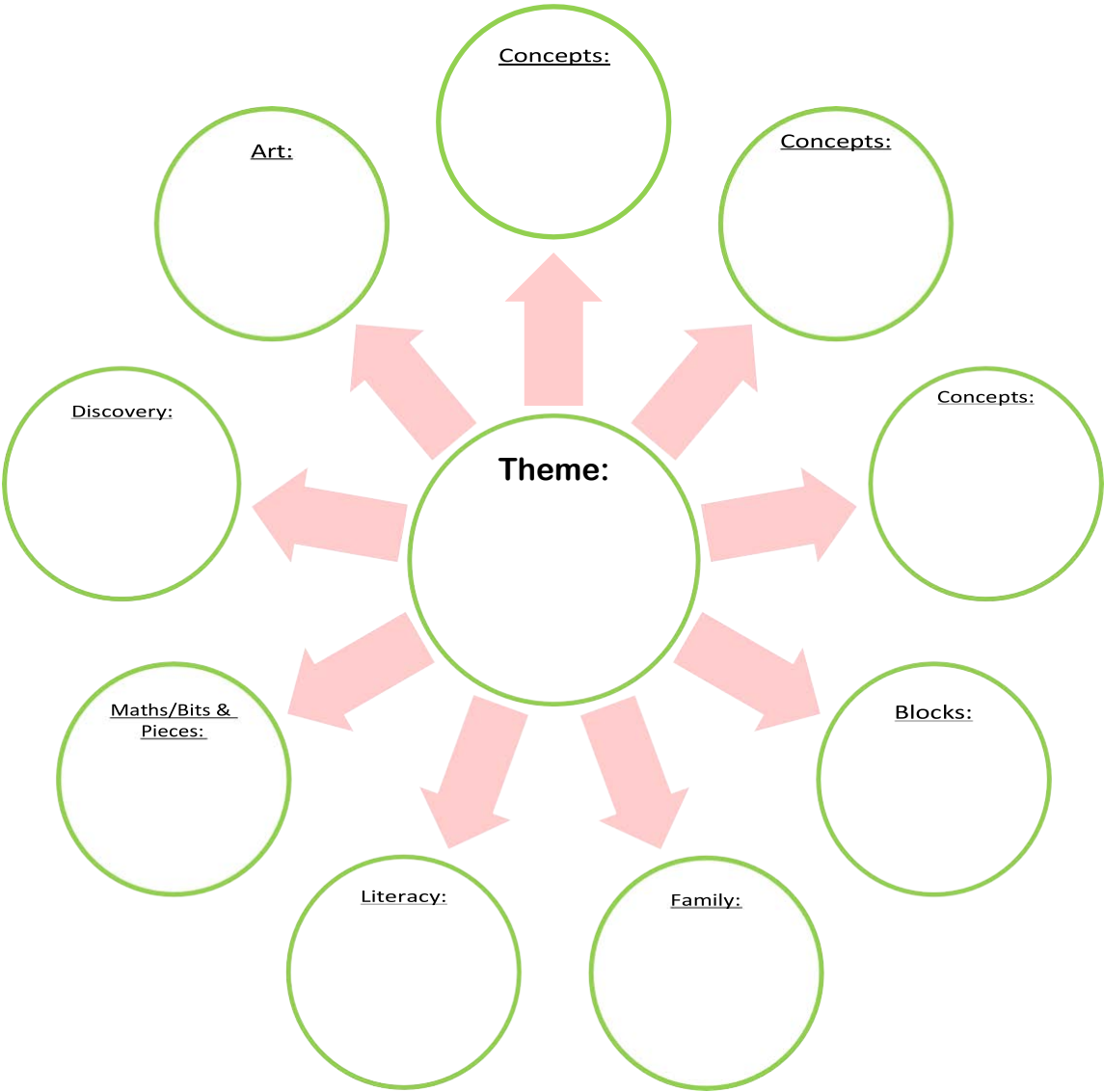
Signature

Date: _____

Chapter 7: Resources



#1 Webbing Form



Other ideas to add:



#2 Weekly Theme Planning Form

Theme: _____ Week of: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. _____
2. _____
3. _____

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
Planning for Play				
Small Group Activity				
Outside/Movement				

Monday	Tuesday	Wednesday	Thursday	Friday
Closing Mat				
Special Events/ Parental Involvement				

Additions to Areas:

Blocks	Family	Literacy
Mathematics/ Bits and Pieces	Discovery	Art

Notes to Support or Adapt for Children with Differing Abilities:

#3 Menu of Themes

As explained earlier, there are 12 themes here. However, feel free to adjust them and make them work for your children and materials on hand. Some things to keep in mind as you begin using the themes:

- You will have to find local storybooks that support your themes. Some links to books can also be found online if you have access.
- Songs will need to be in your local culture; thus, only a few song titles are listed.
- The Special Events all have a focus on Parent Partnerships.
- The goals and indicators listed will need to be checked in the KIDS document. Find the domain, goal and indicator number in the KIDS larger document. For example:
PLAY:1 a and c would mean:
Domain: Approaches to Learning; Goal: 1_ Children show curiosity and express interest in the world around them; Indicator a: Younger Preschoolers communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). And d: Older Preschoolers

Enjoy the 12 and make them your own. Fit them into your schedule in a way that supports the children. They are organized alphabetically by title below. However, they should be followed in a way that supports you. However, the first theme, “All About Me”, is a great one to start the new term. It is organized to help children get acquainted with preschool and to feel good about themselves.

Theme: All About Me

Week of: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. **PLAY-1(a,b,d,e):** Shows curiosity and express interest in the world around them.
2. **LOVE-5(a,g):** Demonstrates the social and behavioral skills needed to successfully participate in groups.
3. **COMMUNICATE-1 (b,e):** Understands communication from others.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song.</p> <p>Welcome all to preschool. Share a theme-based story</p> <p>Talk about how the daily schedule works.</p> <p>Sing a song about clean up.</p>	<p>→ Introduce new words from the theme (me, myself, and names of family members).</p> <p>Share a story about families.</p> <p>Sing a song about things I Can Do...make one up if you don't know one.</p> <p>Sing Who is wearing blue today, blue today, blue today? Who is wearing blue today, please stand up! Change color each time.</p>	<p>→ Share a theme-based story.</p> <p>Ask how they are learning to help at preschool.</p> <p>Make a small list with them.</p> <p>If this is the first theme, take time to make some simple rules with children.</p> <p>Rhyme: When at school, I follow the rule: make a song with 3 rules.</p> <p>Sing, "who helped a friend in school today?_____, helped a friend today! Hurray!</p>	<p>→ Sing names of children so they can get to know their new friends.</p> <p>Hello, my name is _____and how are you?</p> <p>Be sure you go around the mat and include each child.</p> <p>They can also give a fist bump to their neighbor friend on the mat.</p>	<p>→ Share a theme-based story.</p> <p>Talk about the great helping you have seen this week. Be really specific as you say who put toys away, helped a friend, etc.</p> <p>Talk about feelings. How are you feeling today as you finish your first week of preschool? Who is happy, still a little scared, excited, etc.?</p> <p>Sing songs from the week.</p>
Planning for Play				
<p>In 2 groups, walk around and show the play areas.</p> <p>Demonstrate how to use the toys.</p> <p>Then let the children choose where they want to play.</p> <p>Oldest can talk and youngest ones can point.</p> <p>They begin playing right away.</p>	<p>Talk about cleaning up your area before you go to a new one.</p> <p>Tell them you want to be super proud of how they can clean up and be a good helper.</p> <p>Show the water bucket in discovery and how to play there.</p>	<p>Notice out loud the children that followed directions the day before. Walk around the room again and point out how to play in areas that seem to be problematic.</p>	<p>Show how to use the water bucket again and importance of keeping water inside.</p> <p>You wash a cloth and show how much soap and where to hang to dry.</p>	<p>Bring some things over from family and let the children pretend to be a good helper at home and school.</p> <p>Use role play with the items.</p> <p>Tell them that if they help, they will feel proud and everyone will be proud of them too.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
Small Group Activity				
Literacy: Bag Buddy- Put a toy from each area in a bag Let the children reach in the bag and take a toy. Ask where the toy goes best in the classroom. Have child go put toy back.	Maths: Sticks Short and Long-Take your group outside to find some sticks. They compare the sticks for short and long. Then they put the sticks in order from shortest to longest.	Literacy: Find Your Favorite- Let the children go one or two at a time to get their favorite toy from the play areas and bring to small group	Maths: Places in Space- Use a chair and some beans. Have children follow your command and put the bean in various positions relative to the chair. Like, under/on top, in front of/behind, beside, etc.	Using Five Senses: Cooking activity- Have children describe the look, feel, sounds, tastes and smells of the different foods you choose. Let the children eat the food for snack.
Outside/Movement				
Show the children all the equipment on the play yard. Talk about how to wait for your turn. Make some simple rules with them. Watch to reinforce rules.	Remind children of the waiting rule. Go around and notice out loud the children that are waiting patiently. Help those that are pushing and not waiting, to choose a different place to play.	Praise the ones that were good helpers. Talk about how they are putting the toys back as they are finished playing. Ask them how that helps their room stay nice. Tell them you will miss each one until tomorrow. Sing goodbye song.	Challenge them to help at home too. Talk about the simple chores they can help with. Connect to the storybook as well. Sing goodbye song.	Talk about feelings after helping such as pride and caring about the class and home. Ask each child if they feel proud for helping others. Point out other feelings too. Tell them what the next week will be about. Sing goodbye song.
Closing Mat				
Read same story from morning mat. Talk about their first day. Notice out loud some great things that happened. Remind them how to come in early in the morning. Sing same song from the morning mat time. Sing a goodbye song.	Go over the new rules for both inside class and outside. Post the rules down low by the Mat area. Congratulate the helpers! Sing the same goodbye song.	Praise the ones that were good helpers. Talk about how they are putting the toys back as they are finished playing. Ask them how that helps their room stay nice. Tell them you will miss each one until tomorrow. Sing goodbye song.	Challenge them to help at home too. Talk about the simple chores they can help with. Connect to the storybook as well. Sing goodbye song	Talk about feelings after helping such as pride and caring about the class and home. Ask each child if they feel proud for helping others. Point out other feelings too. Tell them what the next week will be about. Sing goodbye song.

Special Events/ Parental Involvement				
Make parents feel welcome to come in when they bring child for first day. Have a special area or note about the week. Perhaps share the Daily Schedule too.	Ask parents to sign up if they want to be helpers. Be sure to point out one good thing that their child did as they pick up.	Try to talk with each parent at least once during this first week of school.	→	Ask parents to come and pick up a little early. Have children share a song and some things that they learned this week about their classroom.

Additions to Areas:

Blocks	Family	Literacy
Encourage children to use some blocks to build their fale or home. Help them know how to put all the blocks back as they match the shapes to the labels taped down. Put out some vehicles like a car, bus, or boat (can be hand-made).	Have things out that their families would have in their homes. Use real dishes, mats, bowls, baskets that are found in typical families.	Have children trace their hands and write their name or beginning letter, or just pretend to write. Have crayons and pencils out to use.
Mathematics/ Bits and Pieces	Discovery	Art
Provide a variety of sticks in various lengths for sorting, comparing and seriating long to short. Use sticks to make numbers too. In Bits & Pieces, put out some plastic bottles and things from around the house to add to the bottles and make shakers.	Large bucket of water and laundry soap, washboard and drying line. Use doll's or children's clothes to wash and hang to dry. (Introduce in planning for play time first to demonstrate rules and how to keep water in bucket.)	Put out paper and crayons and allow children to draw whatever they like. Take art outside and let the children draw in the dirt with sticks. Also, they can use sticks and leaves to make art pictures.

Notes to Support or Adapt for Children with Differing Abilities:

Theme: **Animals in My World**

Week of: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. **PLAY-8 (a,d)** : Maintains attentiveness and focus.
2. **THINK-14 (a.d)**: Demonstrates a beginning understanding of emergent mathematics thinking by matching, sorting.
3. **COMMUNICATE-7: (b,f)** Responds to and uses a growing vocabulary.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song.</p> <p>Share an animal story. Introduce Animal Theme by asking the children what animals they saw on the way to school.</p> <p>Sing a song about animals.</p>	<p>→ Share a story about animals.</p> <p>Talk about the animals in the book and see if they can find them in the classroom.</p> <p>Sing a song about animals.</p>	<p>→ Read "Counting Fish" book.</p> <p>Ask children to help you count as you read.</p> <p>Challenge them to name the different colors of the fish.</p> <p>Sing a song about fish.</p>	<p>→ Share a story about birds.</p> <p>Sing "Baby Bird" nursery rhyme.</p> <p>Ask children "Have you seen birds like the ones in the story?...What sounds do birds make?"</p> <p>Challenge them to "make your best bird call ..now flap your wings and fly away."</p>	<p>→ Share a story about animals with feelings.</p> <p>Ask children "what do we get from cows?... Is milk good for your body?... What else comes from cows?"</p> <p>Sing a song about animals.</p>
Planning for Play				
<p>Discovery: Animals and grass</p> <p>Art: Shape Imprints</p> <p>Lit: Animal name letters; stuffed animals, books</p>	<p>Blocks: Show animals match to their habitat activity</p> <p>Family: eggs and cartons sorting</p>	<p>Maths: Cutout Fish with a certain number of scales. Put numeral cards on hooks and have them match up.</p> <p>Demonstrate sorting animals (village, ocean, jungle)</p>	<p>Literacy: Show activity with puppets and writing. (3 Little Pig Puppets with book)</p>	<p>Art: Show the children how to use the watercolors and dip their brush in the water to keep the colors vibrant.</p>

Small Group Activity				
Maths: Show some pictures of animals. Have the children sort them into groups in any way they like.	Literacy: Animal Guessing-Names and Sounds	Maths: Counting Fish- Have the kids count the fish "they catch" in the bucket. Ask them to sort them by color.	Literacy: Up-Show an alphabet card and have children whose name starts with that letter line up until all are in line. Let a child help next.	Science: Animal sorting- In blocks sort them into groups of animals by habitat 1.Your Village 2.The Ocean 3.The Jungle
Outside/Movement				
Animal Race: Children line up and pretend to be a fast animal. Then they run, hop or gallop to a friend on the other side.	Animal Sounds and Dancing: Children dance and move to light music like they are animals.	Mud pies for pigs... Take photos for parents!	Ask children to lay down in the grass. Play "I Spy" and point out birds and any other animals you see. (use clouds if you don't have any real animals around).	Playful Parade: Pretend to be any animal you like and walk like that animal, make sounds.
Closing Mat				
Notice how children took turns playing with blocks. Ask children to look for animals on their walk home. Sing goodbye song	Compliment the children on dance moves and animal sounds. Use animal cards- Ask children to name the animals and match their sounds. Sing goodbye song	Share the photos from "mud pies for pigs" with kids and parents. Share a story about pigs. Ask "how do pigs get clean?"... "how do you get clean?" Sing goodbye song	Share a story about ducks. Count the ducks. Play "Duck, Duck, Goose" in a circle. Sing goodbye song	Playful Parade for Parents. Let children choose 3 songs from the week to sing together. Ask children to play "I spy" with their family with animals they see. Make their sounds too.
Special Events/ Parental Involvement				
Share this week's schedule and "Animals in my World" theme with parents. Send a note to invite them to the "Playful Parade" on Friday.	Ask parents to share any animal toys like stuffed animals; Ask for egg cartons.	Be sure to point out one good thing that their child did as they pick up.	→	"Playful Parade" have parents come in to watch. Encourage them to read animal books with their children.

Additions to Areas:

Blocks	Family	Literacy
Animals (village, ocean, and jungle for sorting) Grass Sticks Stones or Rocks	Animal print material as tablecloth. Egg Cartons with pretend eggs Chicken puppet Watering bowl for animals	Cards with animals and names Beginning letter cards and writing pencils, markers; Stuffed fish, dog, cat, etc.... Books about animals in a basket Place books that match stuffed animals out of the basket on display.
Mathematics/ Bits and Pieces	Discovery	Art
Cutout Fish with a certain number of scales. Put the numeral cards on hooks and have them match up. Things to sort and put in categories	Bucket, water, sand, and shells. Have Children dig for buried shells in the sand and go on a "Treasure Hunt".	Pictures of fast and big animals to draw. Watercolor and paper...show how to wash brush between each use to preserve the colors.

Notes to Support or Adapt for Children with Differing Abilities:

Theme: **Birds on My Island**

Week of: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. **PLAY-1:(c,f):** Shows curiosity and expresses interest in the world around them.
2. **GROW- 4: (b,f):** Develops large muscle control and abilities needed to move through and explore their environment.
3. **COMMUNICATE-14: (a,d)** Children use knowledge of letters in their attempts to write.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song Share a story about birds.</p> <p>Introduce Bird theme by asking the children what birds they saw on the way to school.</p> <p>Sing a song about birds..</p>	<p>→ Sing songs and do rhymes about birds.</p> <p>Ask children to point out different birds around the classroom.</p> <p>Talk about all the different shapes, sizes, colors of birds from cutout pictures.</p>	<p>→ Share a theme-based story.</p> <p>Play "Birds of a Feather" Game- Call out a color and have all children wearing that color "flock together."</p>	<p>→ Sing a song about birds.</p> <p>Make a list of bird words and new words in the book. Put that list by literacy table.</p>	<p>→ Read the same bird theme book.</p> <p>Ask and answer questions about birds.: "What do birds eat?...Where do they sleep? ...What helps them fly high in the sky?"</p> <p>Ask children to make bird calls, and flap their wings to fly away to planning groups</p>
Planning for Play				
<p>Walk around the classroom and have children notice the new things that go with the bird and beach theme. (sand in discovery, towels and beach things in family, black and white ink at Art)</p>	<p>Discuss playing at the discovery area with sand and keeping it in the bucket.</p>	<p>Show the feathers from the Maths area and ask children which play area they should go in...(try to get them to think about the Maths area.)</p>	<p>Show some letter B and D drawings and ask them to draw more in the literacy area.</p>	<p>Talk about sharing at the play areas. Point out those that did a good job of sharing this week.</p>
Small Group Activity				
<p>Literacy: Go outside and listen for bird sounds. Talk about the bird sounds and what kinds of birds the children see around their home.</p>	<p>Maths: Feather Compare- Have a collection of feathers in the group. Every child gets one. Compare their feather with a friend's feather. Arrange the</p>	<p>Literacy: Bird Talk- Make one bird picture per child in a group. Have children choose one and talk about their bird. Describe colors and</p>	<p>Maths: Bird's Nest Egg Count- Have birds' nests with numerals 1-5 on each nest. Have eggs cut out and have children count the eggs</p>	<p>Science: Bird Watching- Take a walk outside and see how many kinds of birds your group can spot. Talk about each one</p>

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	feathers from large to small.	beaks. Have children find birds that seem alike and tell their friend why.	and put them in the nest with the current numeral. (Put out at the Maths table)	and have children make bird sounds and pretend to be birds.
Outside/Movement				
Take small buckets and shovels outside for playing in the sand.	pretend to be birds and fly around the play yard.	Fly and hop...watch children fly and hop to see if they have the ability to hop on 1 foot or jump on 2.	Flying race...have children race to a "nest".	Take small buckets and shovels outside for playing in the sand.
Closing Mat				
Notice how well the children played with shovels and sand outside today. Read the same theme-based story. Sing a goodbye bird song. Sing a goodbye song	Thank the children that shared nicely with friends today. Talk about experiences with birds. "Do birds scare you? What do you like about them?" Share a nursery rhyme about birds Sing goodbye sone	Sing a song about birds. Show bird cards and have children talk about the colors of feathers. Ask children "what color bird would you want to be?" Sing goodbye song.	Share a story about ducks. Count the ducks. Play "Duck, Duck, Goose" in a circle. Sing goodbye song.	Talk about Bird theme book again. Ask children to discuss with their parents and do bird watching with them. Sing goodbye bird song. Sing goodbye song
Special Events/ Parental Involvement				
Share this week's schedule and "Bird" theme with parents. Tell parents to watch for birds this week with their kids.	Have children find feathers with their parents as they walk around the village or neighborhood.	If near the beach, have children collect shells with parents and bring into school to share.	Invite some parents to come tomorrow and take the bird watching walk with all to keep children safe and families involved.	Bird Walk: Encourage parents point out and count birds, and the colors of their feathers.

Additional Notes

Blocks	Family	Literacy
Put a sleeping mat and stuffed bird out for building nests. Encourage children to build nests, cages and trees for birds as they play in blocks.	Put things used at the beach out like: towels, shovel, bucket, umbrella, shells, empty sunscreen bottle, sunglasses for acting out a beach trip.	Put a cutout of letters "Bb" and "Dd" out on the table. Have children draw them and find things that start with those sounds.
Mathematics/ Bits and Pieces	Discovery	Art
Put out feathers of varying lengths for comparing and putting in a row large to small. Have nests with numerals 1-5. Cutout eggs and place them in a small basket. Children can count eggs and match with the correct nest.	Provide a large bowl with sand and another one with water to imitate the beach. Make small palm trees with some branches of palms.	Let children experiment with black and white ink, crayons and/or paints. Use feathers as paint brushes.



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Use a sand tray to trace numbers 1-5. Then put theright amount of shells to match your numeral.	Collect some feathers and shells to add to the beach set up. Use small shovels and bucketsfor sand play.	Make feather birds with play dough and sticking
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Notes to Support or Adapt for Children with Differing Abilities:

Theme: **Clothes We Wear**

Week of: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. **PLAY-9(a,d):** Persists in challenging tasks.
2. **THINK-14(c,f):** Demonstrates a beginning understanding of emergent mathematics thinking by creating simple patterns during play and other activities.
3. **LOVE-2(a,d):** Expresses positive feelings about themselves and confidence in what they can do.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song.</p> <p>Welcome all children to class.</p> <p>Read “Kelea’s Clothes” or a book about clothes and colors.</p> <p>Introduce the theme by asking children to go around the circle naming the colors they are wearing.</p> <p>Sing songs and Rhymes about colors.</p>	<p>→ Read the same theme-based book.</p> <p>Make a list of colors on the board. Ask children to come up and put a mark under the color they are wearing.</p> <p>Sing songs and Rhymes about colors</p>	<p>→ Read the same theme-based book.</p> <p>Ask children what is their favorite color to wear? Have them raise their hand when they see that color in the story.</p> <p>Sing songs and Rhymes about colors.</p>	<p>→ Read “Toakase’s Tapa A story form the Islands of Tonga” (or share a story about making Tapa).</p> <p>Ask children if they have any family members that make Tapa or Ngatu? Have they heard the loud beating sounds? What is it made from? What color dyes do they use?</p> <p>Sing cultural songs about Tapa making.</p>	<p>→ Read the same theme-based book.</p> <p>Talk about culture. Ask children what it means to them? How does their family celebrate their culture?</p> <p>Encourage them to always be proud of their culture.</p> <p>Sing songs about Tongan culture</p>
Planning for Play				
Introduce children to colored toys and colored cards.	Bring in different sized and colored shoes and strings.	Introduce market items such as vegetables, fruits, cloths, dishes, etc.	Show children how to use different colored pastas, beads, and strings to make jewelry in the discovery area.	Make first letter cutout cards and color cards for small group.
Small Group Activity				
<p>Literacy: Color search- As you hold up a color, children quietly go find a toy to match and bring it back to the group.</p>	<p>Maths: Have children use different colored and sized shoes to make patterns.</p>	<p>Literacy: Have younger children match pictures of items to the color that matches. Older children find the color word and match.</p>	<p>Maths: Have children use string to measure different sized shoes. Ask them to line them up from largest to smallest.</p>	<p>Literacy: Have children find the first letter sound and match it to the appropriate color.</p>

Outside/Movement				
Throwing and catching different colored balls and naming the colors.	Have children wear tupenu and Ta'ovala to dance around in.	Collect items with different colors from the outside nature.	Play "I Spy" with different colors you see outside and have children guess what you're looking at.	Have children wear tupenu and Ta'ovala to dance around to music from their culture.
Closing Mat				
<p>Read the same story from morning mat.</p> <p>Talk about their day. Point out and thank the children for taking turns passing the ball nicely.</p> <p>Ask children to think about all the different colored clothing they see.</p> <p>Sing goodbye song.</p>	<p>Sing a theme-based song.</p> <p>Notice how well children worked together to make different patterns with shoes today.</p> <p>Ask what colors make them feel happy? And why? Do any colors make you sad? And why?</p> <p>→</p>	<p>Recap the theme-based story.</p> <p>Sing a theme-based rhyme.</p> <p>Ask children if they wear different colors on special days? (ex. Holidays, celebrations). Do they feel proud wearing these clothes?</p> <p>→</p>	<p>Congratulate the children that helped and followed rules today.</p> <p>Hold up a color name and have children take turns calling out foods that match the color.</p> <p>→</p>	<p>Read the same theme-based story again.</p> <p>Have children participate in a fashion show while wearing their favorite clothes and jewelry.</p> <p>Wrap up the theme. Remind children to be proud of their culture and all the beautiful colors they wear.</p> <p>→</p>
Special Events/ Parental Involvement				
<p>Share this week's schedule and "Clothes We Wear" theme with parents.</p> <p>Ask them to help dress their kids in favorite clothes in jewelry on Friday for the fashion show. Invite parents to come watch and take photos.</p>	<p>Ask parents to bring in different clothing items and materials for children to share in class.</p>	<p>Ask parents to share stories of their culture and history of Tapa making with their children.</p> <p>If some want to help the children make them, that would be great.</p>	<p>Remind Parents to have children wear their favorite clothes and jewelry tomorrow.</p>	<p>Have parents come to watch the fashion show. And take photos.</p> <p>Ask them to read stories and sing songs about culture, colors, and clothes with their kids over the weekend.</p>

Additions to Areas:

Blocks	Family	Literacy
<p>Put out blocks, and different colored cloth materials.</p> <p>Encourage children to make some colored blocks by covering them with the cloth material.</p>	<p>Put out Tupenu and Ta’ovala, money (cutouts), a variety of different colored cloths and string, and tape measure (if you have it).</p> <p>Ask children to pretend they are making clothes.</p>	<p>Cutout cards with first letter of colors for matching game (first introduced in small group).</p> <p>Names of items from the story and their picture to match.</p> <p>Put theme-based books on the soft area for reading during play.</p>
Mathematics/ Bits and Pieces	Discovery	Art
<p>Put out different cloth items/materials, beads, shoes, and strings.</p> <p>Ask children to make different patterns using shoes and strings.</p> <p>And encourage them to measure shoes with strings and sort them from smallest to largest (first introduced in small groups).</p>	<p>Put out different colored and sized pastas, beads, and strings.</p> <p>Show and help children make jewelry using these items.</p>	<p>Put out different colored cloths, papers, paints, and crayons.</p> <p>Encourage children to color and make their own cloth patterns.</p>

Notes to Support or Adapt for Children with Differing Abilities:

Storybook Links:

[Toakase's Tapa A Story from the Islands of Tonga](#)

<https://www.wheelers.co.nz/browse/category/south-pacific-books/pacifica/tonga/?page=1>

[Kelea's Clothes](#)

<https://www.wheelers.co.nz/browse/category/south-pacific-books/pacifica/tonga/?page=2>

Theme: God is Love Week of: _____Domain: Goal and Indicator (Example: PLAY:1 a) *With this special theme, focus only on the subdomain “Early Sense of Spirituality”.*

1. LOVE-9(a-f): Praises through prayers, songs and reciting.
2. LOVE- 10(a-f): Begins talking about God and their family’s chosen religion.
3. LOVE- 11(a-e): Begins to treat others with respect, love and compassion.

Mat Time section is longer to give you details with scripture and spiritual lessons to talk about.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>*Before children arrive hide the scripture hearts around the room. Sing song: “Where is love?”</p> <p>Where is love, where is love? Here I am, Here I am. (show Bible)</p> <p>The Bible tells of love, The Bible tells of love. God loves you, God loves you! What you say: “Someone very special shows us His love every day! Can anyone guess who I’m talking about? (GOD!)”</p> <p>“God tells us He loves us in the Bible. The Bible is God’s love letter to us! It teaches us what love looks like, sounds like and acts like.</p> <p>Today, I have hidden God’s love letters to you all around the room. These love letters are written on hearts. Take a friend with you and go find one. Bring your love letter heart back to the mat.”</p> <p>Help children share their heart love letter.</p>	<p>Teach your children the simple memory verse from 1 John 4:8, “God is love.”</p> <p>SAY: The Bible tells us that God is love (hold up your Bible). Sing a song...God is Love</p> <p>SAY: “The Bible tells us God is love and that His love is forever.”</p> <p>Maybe you will build a tall tower in Blocks today. But God’s love is even taller. His love is the tallest tower that goes up to heaven.</p>	<p>Bible Story: God Made Me</p> <p>Scripture: Psalm 139:13-14</p> <p>Read a book about God’s creation.</p> <p>Share this Scripture: For You created my inmost being. Your works are wonderful, I know that full well. Psalm 139: 12 & 14</p> <p>Then ask some open-ended questions about God creating them like these:</p> <ul style="list-style-type: none"> -Who made you? -How much do you think God loves you? -What part(s) of you did God make? <p>Make sure you reiterate that God created each person and each body part they have. Tell them that God did this because He loves them very much.</p>	<p>Briefly explain the following scriptures to the children, be expressive and show this fact is amazing – God actually wants us to talk to him.</p> <p>1 Thessalonians 5:17 – “pray continually”</p> <p>Colossians 4:2 – “Devote yourselves to prayer”</p> <p>Ephesians 6:18 – “And pray in the Spirit on all occasions with all kinds of prayers and requests”</p> <p>Explain to them that God tells us in His word to pray and that they can pray to God any time. Explain that praying is talking with God.</p> <p>Talk about some quiet places where children can pray.</p>	<p>Thank You, God</p> <p>Scripture: Psalm 100:3-5</p> <p>Main Idea: Thank you, God! Hold up your Bible. SAY: The Bible is God’s Word. The Bible tells us everything comes from God! We should thank God for everything in our lives. Thank you, God! Let’s thank Him together</p> <p>Make up a simple song of thanks!</p>

Planning for Play				
Introduce the new things at each play area (see next page) Be sure to show them the prayer station and jar with strips.	Talk about keeping the rice in the big tub at Discovery. Ask what they found hiding in the rice.	Demonstrate how to use glue...put a little dot first. Remind them to always close the glue tightly so it will stay wet and fresh.	Remind children that they can go to the prayer area in Family and say special prayers all by themselves.	Have the children talk about their favorite play areas for the week. Say a prayer thanking God for play.
Small Group Activity				
<p>Maths:</p> <p>Count the hearts. Have some blank hearts and have the children take one at a time out of the pile and count them. See if the oldest can write the numeral to match how many hearts they have.</p>	<p>Lit: "God's Word – Keep It!"</p> <p>Materials: Bible song, a Bible</p> <p>Play this game similar to "Hot Potato." Play your favorite CD of Children's Bible Songs. As the music plays, have the children pass a Bible around the mat (a small Bible works best!)</p> <p>In this game, the children want to be the one holding God's Word when the music stops. Have everyone cheer when the Bible stops!</p>	<p>Maths: Sticky Hearts</p> <p>Materials: Hearts to trace; scissors; glue; paper with God is Love at top. Have the children trace, cut and glue hearts on the paper. Then they must count them and write the numeral at the bottom. If not ready, help them with the tracing and cutting. Write numerals for youngest as they count touching each heart!</p>	<p>Lit: Make a Prayer Jar</p> <p>Materials: baby food jars and a label that says, "I Can Pray!", glue.</p> <p>Have the children glue on the label. Then have each child open the jar and say a little prayer into the jar. Talk about how praying is talking to God. Have them say prayers in their jars again. Let them take the praying jars home and tell their family about praying.</p>	<p>Thank you, God, for Me! Materials: Mirror(s) for them to see themselves. Talk about different body parts God made as they look in the mirror.</p> <p>SAY: Where is your hair? God made your hair! Thank you God for my hair!</p> <p>Where is your nose? God made your nose! Thank you God for my nose!</p> <p>(Continue on with other parts) God, you made me! Thank you God for me!</p>
Outside/Movement				
Ball bounce on sheet. Have children pretend the ball is God and he is bouncing up to the heavens.	Hide some hearts on the playground and have children run to find them.	God's Love Never Stops: Use a Stop sign made out of cardstock. Play a song on CD and when you stop the music and hold up the stop sign, everyone freezes.	Play the stop game again.	Take a walk to discover beautiful things in nature that God has made. Look for flowers and trees and all things beautiful in nature.
Closing Mat				
Sing the "Where Is Love" song Notice out loud the children that went to the prayer station. End with a praise song.	Sing "Jesus Loves Me" and use musical instruments Let's sing about His love together. Play instruments and sing/dance together in praise of God's love.	<p>Instruments for worship and praise time</p> <p>-Jesus Loves Me</p> <p>-God Made Me</p> <p>Sing praise song for goodbye.</p>	Today we learned all about how God loves when we pray and talk to him! Let's pray to God and tell him how much we love him!	Show the Bible again. This is the Bible! This is God's Word! He gave it to us. Thank you God for the Bible! Sing several songs from the week. Talk about church. Goodbye song

Special Events/ Parental Involvement				
Tell parents about the God's Beauty Nature Walk coming up on Friday. Ask for Volunteers.	Ask again and put out signup sheet for the walk on Friday.	If you have a minister parent, ask them to come and talk to the children on Friday.	Remind parents that volunteered to be ready at the time for walk.	Parents, please help with the God's creations walk.

Additions to Areas:

Blocks	Family	Literacy
<p>Have them build heavenly towers that are as high as they can make them.</p> <p>Let the children use the musical instruments to praise God after they build the tower.</p>	<p>God Takes Care of Us so add a baby doll and bottle and show nurturing. Discover how God takes care of us. Show them how to care for a baby doll. Let them wrap the babies in a blanket, feed them, try to put on a diaper, etc. Emphasize that God takes care of us!</p>	<p>God is Love: Put out play dough. Place 4 big signs that say, Love (lamineate or cover with clear tape).Have the children roll the playdough out and make long pieces. Then they can use the play dough to cover up the word LOVE! String & Macaroni that is red and pink. String to make a necklace of Love for God.</p>
Mathematics/ Bits and Pieces	Discovery	Art
<p>Put out some prayer strips and have the children say a prayer and put in a big prayer jar. Encourage them to count how many prayer strips are in the jar throughout the week.</p> <p>Heart Patterning. Put out large and small hearts that are red and pink. Have children make patterns with the hearts. You can have a pattern guide to use.</p>	<p>Love Sensory Box Materials: Clear container filled with rice, heart-shaped items, pink and red items to find (flowers, plastic beaded necklace, ribbon, pom-poms, etc.), tiny shovels or other scooping tools. Hide the small items in the rice. Let your children explore the rice with the scooping tools.</p>	<p>Large pieces of butcher paper (or similar) for each child</p> <ul style="list-style-type: none"> -Pen/pencil/crayon (for adult use) -Crayons -Pieces of fabric (if desired) -Wiggle eyes (if desired) -Glue (if using fabric) <p>Have them make themselves at art.</p>

Notes to Support or Adapt for Children with Differing Abilities:

Theme: I Eat Healthy Food

Week: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. PLAY-7(a,d): Demonstrates initiative.
2. GROW-7(c,g): Develops independence in caring for themselves and their environment.
3. LOVE-7(a,e): Chooses to use socially acceptable behavior.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song</p> <p>Read "A Healthy Rainbow of Food" (or a book on Healthy Foods).</p> <p>Ask the children what they had for breakfast that morning.</p> <p>Introduce the new theme about eating healthy foods.</p> <p>Ask the open-ended questions like:</p> <ul style="list-style-type: none"> • Where do you get the food you eat? • What healthy food do you like to eat? 	<p>→</p> <p>Read same book about nutrition.</p> <p>Sing a song about rainbows.</p> <p>Ask children to remember the colors in the book. As they name a color, have another child tell a food that matches.</p> <p>Remind them that eating a rainbow of colors will make them strong and healthy.</p>	<p>→</p> <p>Read the same book.</p> <p>As you read it, tell children to give a thumbs up if they like the food or pictures in the book.</p> <p>Tell them to draw their favorite food that is healthy when they go to art.</p>	<p>→</p> <p>Create a bar graph with the children to show which food is each child's favorite.</p> <p>Ask the children one by one which food item they like the best.</p> <p>Make a simple graph on paper and make a mark for each child.</p> <p>Show the children how to use the graph to see what food was liked the best and which was liked the least.</p>	<p>→</p> <p>Read the same book.</p> <p>You name a color, and the children name a food they like.</p> <p>Tell them today we will be making a healthy snack. (You choose the snack based on healthy foods available locally).</p> <p>Some parents are at the tables to help. Discuss some safety rules for preparing the healthy snack.</p>
Planning for Play				
<p>Show how to use the Discovery Area and tell them the foods there are for sorting and not for eating.</p>	<p>Talk to them about the block area and demonstrate how to build a market there.</p>	<p>Talk to them about the block area and demonstrate how to build a market there.</p>	<p>Help them know how to categorize foods "I like" and foods "I don't like."</p>	<p>Remind them that they will be making a healthy snack at the tables in the Maths and Literacy Areas.</p> <p>Prepare them to follow directions and show manners.</p>
Small Group Activity				

Literacy: Rainbow Painting and drawing- Cut out a very large rainbow for them to paint. See if they are following simple directions. Add healthy foods	Maths: Market Trip- Take half of the group on a walk to the Market (if close by). Have children name and count the fruits and vegetables that they like.	Lit: Rainbow Game- Dancing when you say "Like a rainbow...Dance through the sky" then they do the dancing action. If you don't say that, they should not move, freeze. Give many chances for all to listen. Have fun with the game!	Maths: Market Trip- Other half of the group goes to the market. (Same as Tuesday). Buy some fruits and vegetables together for the healthy snack. Discuss money and count!	Cooking: Healthy Snack- Prepare a simple, healthy snack with the children. Talk about the various items of food, the materials that are needed to prepare the snack, and how to make healthy choices. Eat!
Outside/Movement				
Prepare the paper Mache goo for the week. Have children help you measure and mix. Each child can mold their favorite food. This will take several days for each child to have a turn.	→	→	Paint the paper Mache foods.	→
Closing Mat				
Read "A Healthy Rainbow of Food" (or same book) again. Talk about the day. Notice out loud some great things they did. Show food cards and have children name them and the color. Sing goodbye song.	Talk about how the paper Mache work is going. Give any reminders. Ask children to talk with their parents about eating a rainbow of food. Sing a color song. Sing goodbye song.	Divide children into colors like their clothes. Have each group think of a healthy food that is the same color. Review the day and give praise. Sing goodbye song.	What did you learn today? Connect to the storybook as well. Read the same book one more time and have the children give a thumbs up for foods they like. And thumbs down for foods they don't like. Sing goodbye song.	Congratulate them for learning about healthy food choices. Sing a rainbow song. Encourage them to help make a healthy snack with their family over the weekend. Sing goodbye song.
Special Events/ Parental Involvement				
Share this week's schedule and "Bird" theme with parents. Tell parents to watch for birds this week with their kids.	Have children find feathers with their parents as they walk around the village or neighborhood.	If near the beach, have children collect shells with parents and bring into school to share.	Invite some parents to come tomorrow and take the bird watching walk with all to keep children safe and families involved.	Bird Walk: Encourage parents point out and count birds, and the colors of their feathers.

Additions to Areas:

Blocks	Family	Literacy
Share this week's schedule and "I Eat Healthy Food" theme with parents. Ask parents to share food toys or empty cereal boxes for play.	Set up a pretend market with various food items. Encourage the children to pretend to shop for their families. See if they can throw in some math with bartering while they shop.	Place various food items and cards with each food initial sound in a bin. Have the children match the initial sound to the correct food item.
Mathematics/ Bits and Pieces	Discovery	Art
Collect a basket of food real or fake. Have the children sort the food into groups by color, size, or another grouping the children come up with.	Put real fruits and vegetables in the water bucket. Talk to children about how we need to keep them clean before eating.	Use fruits and vegetables for printing. Dip in paint and make stamps of the fruits and vegies. Point out the textures. Also pain a rainbow and add food.

Notes to Support or Adapt for Children with Differing Abilities:

Theme: My Family

Week: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. **PLAY-7(a,d):** Demonstrates initiative.
2. **COMMUNICATE-1(a,d):** Understands communication from others.
3. **THINK-12(c,i):** Demonstrates a beginning understanding of numbers and quantity during play and other activities.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song Share a story about family.</p> <p>Show cover of book to children. Ask what family members they see on the book?</p> <p>Ask the children to show by standing up, who has a brother, sister that lives with them.</p>	<p>→ Read or share a story Share a story about family.</p> <p>Talk about mothers and fathers and their roles in the family.</p> <p>Sing 5 Little Ducks</p>	<p>→ Read the same Puppet Show - Use a puppet to talk to the children about their families! Have your puppet talk about their family and, one by one, the puppet asks each child who lives in their house! Sing a song about flowers.</p>	<p>→ Who are your grandparents? Read or tell a story about grandparents. Then let the children show by raising their hand if they live with or near their grandparents. What does "grand" mean? How are our elderly family members grand?</p>	<p>→ Have the children talk about who they have coming to the picnic.</p> <p>Share a story about a family picnic or barbeque of the pig.</p> <p>Talk about manners and how to be a good host for our families.</p>
Planning for Play				
Bring one of the new items form each play area to show and demonstrate how to care for them and play.	Talk about the sponge painting and remind the children of any rules that they should follow to take care of paints and each other.	Notice which children have played well in the play areas. Have children quietly go get one toy from the area that they plan to play in. Then they take it back after their plan.	Talk about which friends have done so well at the Discovery Area with taking good care of the beach trip items. Say who has kept the water in and shared with friends.	Remind the children that play time will be a little shorter so that more time will be saved for the family picnic.
Small Group Activity				
<p>Literacy: BE the Story! Read The Runaway Bunny by Margaret Wise Brown or a story like it with a family of animals. Read it a second time having children act out some of the parts (such as the bird, being a tree, etc.)</p>	<p>Maths: Playdough Families - Use Playdough from yesterday. Provide people and pet shaped cookie cutters and other playdough tools. Have them count their family members that they put in the house. Ask if that is exactly the same as the people that live in their house.</p>	<p>Literacy: Mommy Says - Play this version of Simon Says! Have one child be the instruction giver. They choose which family member they want to be and then say that role and what they want the other children to copy: i.e., "Mommy says....brush your</p>	<p>Maths: Our Families - Ask each child who is in their family. Have the child press as many dots on the paper as there are members in their family. Encourage them to print their name to the left of the line. Then have them press as many dots onto the paper,</p>	<p>Social Studies: Who's Missing? Name each one as you show the children or ask them what family member each one is. Place them in a row in front of you. Tell the children to close their eyes and NO peaking (I know, some will peak, it's okay!) Very quickly, grab 2</p>

		teeth!”. This is the preschool version....meaning it is not a competitive game. Nobody is out. The goal of this is to follow direction and speak in front of a group of peers!	to the right of their name, as there are people in their family. Encourage them to name one person for each dot they make (Me, Mom, Grandpa, etc.).	or 3 people and hide them under a towel Tell the children to open their eyes and guess who’s missing!
Outside/Movement				
Family Clothing Sort - Place all the items in a large pile. Have the children work together to sort them by type. Encourage them to sort in other ways (all baby shoes and shirts, etc.)	Play “Mother May I” one is the mother and gives demands. Others are in a line about 5-10 meters away. Child must ask the question above before moving. If they forget to ask, they lose their turn. The winners touch the mother first!	Play “Father May I” (Just like the mother game).	Tree Rubbing Science activity. (see in Resources under Small Groups)	Free play with families as the picnic is getting ready.
Closing Mat				
Sing a family song. Every time you mention a member of the family, children that have that member living in their home, stand up and wave. Notice which children played well with the new materials. Sing goodbye song.	Compliment the children that used materials properly. Notice out loud those children that did a good job sharing. Tell how they worked together and that’s what families do because they love each other. We love our friends here like a family. →	Sing a song about families. Talk about the Mother May I and Father May I game. Tie the thoughts to how important it is to obey your parents. They want to keep you safe. →	Tell a story about your grandparents and the memories you have of being with them when you were little. Discuss how important elderly people are to our world. Invite children to talk about their grandparents. →	Do closing mat at the end of the picnic. Let the children lead their families in native dance. Celebrate all families! →
Special Events/ Parental Involvement				
Share this week’s schedule and “My Family” theme with parents. Make sure they know that the families can come this week. Send invitations to the picnic.	Remind children about the family picnic coming up on Friday.	Remind families about the picnic and have them sign up to bring a dish.	Final reminder about picnic tomorrow.	Host a family picnic or barbeque. Invite dads to cook the pig. Invite all families to come and bring a dish.

Additions to Areas:

Blocks	Family	Literacy
Our Family - Add a dollhouse, cars and little people to you block area.	Family Life Set up dramatic play as a house with your kitchen, babies, a table and chairs, dress-up clothes, a work bag, lunchbox, etc. Consider adding a large refrigerator or washing machine/dryer box. Cut out windows and a door for the children to use. Let them decorate it as well!	My Family Flannel House Hang a LARGE piece of flannel on the wall that is separated into rooms. Provide flannel pieces in shapes of people and household items (label this items with a marker) for the children to place on the board.
Mathematics/ Bits and Pieces	Discovery	Art
Block Houses - Blocks don't just have to be in the Block Area! Provide small colored blocks, Legos or other small builders for the children to create houses. Add little people and pets! Have them count the people and pets.	My Family At the Beach. Add sand, little people, little umbrellas and some water with sand.	Sponge Painting - The children use the sponges to create their own family. Encourage them to print their own names and help them print their family members' names! Add some pet shapes as well-they are like family!

Notes to Support or Adapt for Children with Differing Abilities:

Theme: **My Home, Village or Neighborhood**

Week of: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. **GROW-5(b,e):** Develops small muscle control and hand-eye coordination to manipulate objects and work with tools.
2. **THINK-12(b,i):** Demonstrate a beginning understanding of numbers and quantity during play and other activities.
3. **COMMUNICATE-2(b,e):** Children participate in conversations with peers and adults.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
Good Morning Song Welcome all children to the classroom. Share a home, village or neighborhood theme-based story. Sing a song about home or villages.	→ Introduce new words on a chart or cards (home, village, and neighborhood). Ask children what they think the difference between home and villages are? Talk about how family makes up a home. And Neighbors make up a village. Sing a song about home or villages.	→ Share a story about home. Ask if their homes look similar to any of the ones in the story? Ask children to take turns saying who lives in their home. How many people? Sing a song about home.	→ Share a story about being part of a village. Ask children to count how many homes make up their village? Talk about love and respect for neighbors in your village. Ask children to share a short story of how/when they helped their neighbors before? Sing a song about villages.	→ Share a theme-based story. Ask children to take turns sharing what makes their home or village special to them. Remind them to love and respect their home. And help their neighbors when they can. Sing a song about home.
Planning for Play				
Introduce children to sand and numbers in the discovery area.	Challenge children to paint a picture of their home. Complimenting each child's artwork.	Remind children to be careful with the rocks and keep them in the basket.	Caution use of the hammer for pretend. And show children how to use it.	Notice out loud the great behavior you have seen that week during choice play time. And how well a group worked together to build a house in the block area. Point out sharing and caring.
Small Group Activity				
Literacy: Walk and Count- Take a walk in the village and talk about the kinds of homes you see. Ask children if they see one that looks like their home.	Maths: Homes in a Row- Go out and draw in the sand a line of homes. Then count them and write the numbers.	Literacy: Talk about the weather. (Is it hot? Raining?) How was the weather yesterday? Predict tomorrow's weather.	Maths: Counting Homes- Go on a counting homes walk. Find some that match and are a set. Sort the homes by color and then by size.	Social Studies: Build a large home as a group with big boxes. Use different materials to make each home unique. Paint the outside to match local homes.

Outside/Movement				
Build a large home as a group with big boxes. Use different materials to make each home unique. Children can paint the outside to match local homes.	Build a large home as a group with big boxes. Use different materials to make each home unique. Children can paint the outside to match local homes.	Play run to the house. Make a base at the tree to be safe.	Point out the weather while outside. Have children lay down in the grass and look up into the sky. Can they see different shapes in the clouds?	Play musical chairs. Using songs about villages and homes.
Closing Mat				
Notice how children held hands during the walk. Ask children to group homes by color. Go check. Sing goodbye song.	Compliment the children on how well they played with each other today. Sing a friendship song. Sing goodbye song.	Thank the children for being safe while using the hammer in the pretend area. Ask children to count homes on their walk home. Sing goodbye song.	Recap the weather this week. Ask children to notice how the weather changes on their walk home and their walk to school tomorrow. Sing goodbye song.	Tell your parents about the homes you made. Count homes with them and describe the homes. Wrap up the theme and all that we learned. Sing goodbye song.
Special Events/ Parental Involvement				
Share this week's schedule and "Home, Village and Neighborhood" theme with parents. Send a note to invite parents or community members that build to come to class on Friday.	Ask parents to share stories at home that relate to the theme.	Be sure to point out one good thing that their child did as they pick up.	→	Have parents and community members that build come into class. And share how they build, show tools too.

Additions to Areas:

Blocks	Family	Literacy
Building Homes: Add some straw, brick and sticks for building a house. Demonstrate during choice play how to build a house with materials	Add tools for pretending to build •Apron •Hammer •Screwdriver •Hard Hat	Put the books you theme based books out in the soft area for reading during play. Have magazines of homes and villages for children to look through as well.
Mathematics/ Bits and Pieces	Discovery	Art
Add rocks: Lay out five large rocks with the numbers 1-5 on them. Collect 15 pictures of homes. Spread rocks and show children how to spread the right number of pictures around.	Place magnetic numbers into a bin of sand. Encourage digging around to find numbers.	Put out paper, crayons, and paint. Encourage children to draw their home in the village or neighborhood

Notes to Support or Adapt for Children with Differing Abilities:

Theme: **Plants in My Garden**

Week: _____

Domain- Goal # (Indicators) Goal description.

1. **GROW-5(b,e):** Eye hand to use tools for gardening.
2. **LOVE-5(d):** Demonstrates the social and behavioral skills needed to successfully participate in groups.
3. **COMMUNICATE-5(b,c):** Describes familiar people, places, things, and events.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song</p> <p>Share a story about plants and gardening.</p> <p>Introduce the theme by asking the children if they have watched a flower or plant grow before.</p> <p>Sing a song about planting seeds.</p>	<p>→ Introduce new words on a chart or cards. (such as garden, seed, plant, grow) and allow children to describe what they think the meaning is.</p> <p>Ask what items they would need to grow a garden? (seeds, water, sunshine, love).</p>	<p>→ Read the same book.</p> <p>Ask the children if they have helped plant or grow a garden before. And have them describe successful and unsuccessful growing experiences they have encountered.</p> <p>Sing a song about flowers.</p>	<p>→ "Who do you admire?"</p> <p>Talk about the word and what it means. Give an example of someone you admire.</p> <p>Then ask children to tell about who they admire.</p> <p>"Who makes you grin in our class?" Children can go give a hug or high five.</p>	<p>→ Share the same theme-based story.</p> <p>Tell the children that they will be planting their own flower today.</p> <p>Some parents may be coming to help so please encourage good behavior.</p> <p>What will we need to plant our flower?</p>
Planning for Play				
<p>Walk around the classroom and have children look for planting flower play items.</p> <p>Talk about being independent and taking care of things.</p>	<p>Discuss playing at the maths area and taking good care with the small seeds.</p> <p>Show how they can sort and count into the 1-10 containers.</p>	<p>Talk about how things are going in the pretend area.</p> <p>Notice that some children are using the materials the right way to plant and others are using the tools in dangerous ways.</p>	<p>Introduce the flowers at the art area and tell them to sit quietly and enjoy the pretty flowers then draw some also. (Have some nice music playing there too.)</p>	<p>Notice out loud the great behavior you have seen that week during choice play time.</p> <p>Point out children that are planting the seeds for good friendships.</p>
Small Group Activity				

Literacy: Flower Letter Match- Have some flowers drawn on cards with a capital letter in the middle of the flower. Have other circles that fit in the center of the flower with lowercase letters. Choose some letters that go with new words.	Maths: Seeds 1-10: Have children sort seeds into cups that have numerals 1-10. They can count the seeds and put them with the corresponding numeral.	Literacy: Name that Flower- Take children on a little walk around the school yard. Have them look for flowers and other plants and talk about them. Talk about the color, sizes and way they are growing.	Maths: Flower Graph- Put out several kinds of flowers (4-5) Ask them to choose their favorite. Then help them make a picture of their favorite one. Next, they can put their pics on a graph and figure out which one is liked most and least.	Science: Science- Have each child plant a small seed in a cup to take home. Discuss the various needs of the plant and what the children will have to do to ensure that the plant grows. Best in small groups.
Outside/Movement				
Flower Hunt- Children go on a flower hunt around the school yard. They try to find various kinds and colors.	→	Play a Name the Veggie Circle game. You describe and they take turns naming. If they get it right, they run around the circle and back.	Weed the garden. Children help take up weeds (that are safe) and make a pile with weeds.	Water the Plants- Talk about the importance of watering plants and allow children to help.
Closing Mat				
Notice how children shared and helped others today. Tell the story of Jack and the Beanstalk. Ask children if they think any of the beans in the class are “magical”. Sing goodbye song.	Compliment the children that used materials properly. Beginning Letters- name some plants and their beginning letter in a song. Children with the same beginning letter stand up and dance. Sing goodbye song.	Sing a song about growing seeds. Recall the veggies in the game outside. You put out some picture cards and children choose the one that was named outside. Sing goodbye song.	Sing Plant Song Tell a story of a boy whose garden was ruined by weeds because he was too lazy. Tell them you are proud of the help to weed today. Sing goodbye song.	Let the children take their new seed plant home. Talk about the things needed to help it grow. (water, sun, patience, and love). Show pictures for hints. Ask children to spread love to classmates before they go. So, they can grow too.
Special Events/ Parental Involvement				
Share this week’s schedule and “Plants in My Garden” theme with parents. Ask parents to share some seeds for planting.	Remind children to get some seeds or cuttings from home.	Have children bring in a small cup or container for individual planting.	Encourage Parents to grow a small garden with their child.	Ask a few parents to come and volunteer to help children with planting their own seed.

Additions to Areas:

Blocks	Family	Literacy
<p>Have the children pretend to plant a garden and use blocks for the fences.</p> <p>Put out some grass, small rakes, and play fences to enhance the garden.</p>	<p>Create a pretend garden using brown material for soil, small round objects to represent seeds, an empty watering pail, small fake vegetables, and a shovel. Have the children pretend to plant seeds, care for the seeds, and then harvest the vegetables.</p>	<p>Create a set of four picture cards that have a picture of soil, seeds, water, and the sun on them. Make another set of cards that have an S on one card and a W on the other card. Children look at the picture, say the word, and match card under the beginning letter.</p>
Mathematics/ Bits and Pieces	Discovery	Art
<p>Collect fifteen large seeds and five small containers. Label one container with numerals 1-10 and ask them to plant that number of seeds.</p>	<p>Fill a large bin with dirt. Provide small hand shovels and packets of seeds. Model how to plant a seed. Allow the children to dig and play in the dirt.</p>	<p>Put a vase of flowers on table and provide paint and markers for children to draw and paint the beautiful flowers.</p>

Notes to Support or Adapt for Children with Differing Abilities:

Theme: Our Rainy Season and Water Safety

Week of: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. PLAY-6(b,f): problem solving
2. THINK-12(c,j): Demonstrates a beginning understanding of numbers and quantity during play.
3. COMMUNICATE-11(c,f): Develops phonological awareness.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song.</p> <p>Show children the cover of the theme-based book.</p> <p>Ask them what they think the story is about.</p> <p>Read: <u>Little Raindrops are Falling</u> (or a book about rain). Sing songs and rhymes of rain.</p>	<p>→ Read: <u>How Colors Came Together in the Sky</u> (or a rain themed book).</p> <p>Ask children how the rain makes them feel. Do they like the sound of rain? Does it make them calm/sleepy?</p> <p>Sing: "It's Raining" (or any song about rain).</p>	<p>→ Read one of the same theme-based books.</p> <p>Ask children if they like to play in puddles during rainy season? Play jumping game: "I can jump puddles"</p> <p>Sing "Rain, Rain go away" (or any songs or rhymes about rain).</p>	<p>→ Read one of the same theme-based books.</p> <p>Ask children what happens to a raindrop? Write a group story to go with the pictures.</p> <p>Share a theme-based nursery rhyme.</p> <p>Sing: It's Raining, It's Pouring...</p>	<p>→ Read one of the same theme-based books.</p> <p>Ask children what they wear when it rains? How do they stay safe during rainy season? Tell them to never walk into running water after a cyclone!</p> <p>Play jumping game: "I can Jump Puddles"</p>
Planning for Play				
<p>Discovery: Remind children to keep water inside the bucket. "No splashing". Show all the play areas with new materials. Walk them around so you can demonstrate the water ones.</p>	<p>Family: Show the children how to safely use umbrellas in the pretend area.</p>	<p>Family: Remind children how to pack up boots, raincoats, & umbrellas.</p>	<p>Blocks: Encourage children to work together to build a bridge.</p>	<p>Art: Show children how to use straws and blowing to make raindrops.</p>
Small Group Activity				
<p>Maths: Group can count the raindrops and match to the correct umbrella before putting them in the maths area.</p>	<p>Literacy: Rhyming words and pictures matching by writing all the rhyming words in the book on boots and having children find rhyming pairs.</p>	<p>Maths: Counting Fish- Have the kids count the fish "they catch" in the bucket. Ask them to sort them by color.</p>	<p>Literacy: Read a theme-based book in groups. Ask children to identify rhyming pairs, and compound words (rain + drop = raindrop).</p>	<p>Science: Salty Ocean Water 1.Fill your pan with ocean water. 2.Allow the water in your pan to evaporate. 3.Taste what is left in the pan. What do they find in ocean water after evaporation?</p>

Outside/Movement				
Practice walking with Umbrella safely.	Pretending to be the water cyclone.	Look for puddles and count them together.	Encourage children to make mud pies.	Wearing our rainy-day clothes, splashing in puddles.
Closing Mat				
<p>Read the same story from morning mat.</p> <p>Talk about their day.</p> <p>Comment on how well children safely used umbrellas.</p> <p>Recap book.</p> <p>Discuss rainy season feelings and safety.</p> <p>Sing goodbye song.</p>	<p>Sing a theme-based song.</p> <p>Recognize and thank children for not splashing with water play.</p> <p>Ask children to count puddles on the way home today.</p> <p>→</p>	<p>Recap the theme-based story.</p> <p>Sing a theme-based rhyme.</p> <p>Ask children what kind of clothes they wear when it's raining. Ask them to draw pictures of the clothes they wear in the rain.</p> <p>→</p>	<p>Congratulate the children that helped and followed rules today.</p> <p>Ask children if they get frightened like the girl in the book when it storms? Who comforts them when they are scared?</p> <p>→</p>	<p>Read the same theme-based story again.</p> <p>Comment on how fun it was to play in puddles in our rain clothes. Ask the children how that made them feel?</p> <p>Review all we learned about the rainy season and safety to close out the theme.</p> <p>→</p>
Special Events/ Parental Involvement				
<p>Share this week's schedule and "Rainy Season and Water Safety" theme with parents.</p> <p>Ask parents to participate in Diorama: Parents and children role play a rainy-day scene with clouds, rain, mud, and puddles.</p>	→	→	→	<p>Put on Diorama with children and parents.</p> <p>Encourage Parents to continue to teach children about weather, the rainy season, and water safety.</p>

Additions to Areas:

Blocks	Family	Literacy
<p>Put brown bag paper all torn up to make mud. Ask children to use imagination to build things that go in mud.</p> <p>Encourage them to work together using blocks to build a big bridge to go over the rain and puddles.</p>	<p>Put out clothes that protect from rain like: raincoats, boots, and umbrellas.</p>	<p>Rhyming words and pictures matching by writing all the rhyming words in the book on boots and having children find the rhyming pair.</p> <p>Put Little Raindrops Are Falling and other rain books on the soft area for reading during play.</p>
Mathematics/ Bits and Pieces	Discovery	Art
<p>Measuring with cups, pints, quarts, and gallons would be great to do a math table.</p> <p>Have raindrops cut out and an umbrella with numerals for counting and matching.</p>	<p>Put out water and have children use things like small pitchers, cups and bottles to practice pouring and measuring. Add some dirt and have children see that water and dirt make mud. Outside they can use mud to make pretend mud pies.</p>	<p>Use water, blue food coloring and droppers, straws, and cotton tips to make rain paintings and blow bubble art.</p>

Notes to Support or Adapt for Children with Differing Abilities:

Theme: **A Trip to the Market**

Week of: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. **LOVE-7(d,h): Chooses to use socially acceptable behaviors.**
2. **THINK-10(c,f): Observes and describes characteristics of living things and the physical world.**
3. **COMMUNICATE-5(b,c): Describes familiar people, places, things and events.**

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song</p> <p>Welcome all children to the classroom.</p> <p>Share a theme-based story.</p> <p>Ask children if they go to the market with their family to buy things. Let children name a couple of things they have bought at the market.</p> <p>Also talk about what a rhyming word is and find a few in the book.</p>	<p>→</p> <p>Introduce new words on a chart or cards.</p> <p>Talk about the fruits, vegetables, fish, etc. that are in the book.</p> <p>Read the market theme book. And ask children to give thumbs up if they have seen each item at their market as you read.</p> <p>Sing a song about food and going to the market. (Make one up if you don't know one.)</p>	<p>→</p> <p>Introduce new words on a chart or cards.</p> <p>Talk about the fruits, vegetables, fish, etc. that are in the book.</p> <p>Read the market theme book. And ask children to give thumbs up if they have seen each item at their market as you read.</p> <p>Sing a song about food and going to the market. (Make one up if you don't know one.)</p>	<p>→</p> <p>Share a story Ask children if they enjoy going to the market with their families.</p> <p>Talk about feelings. Is anyone frightened by the crowds of people? How can you stay safe at the market?</p> <p>Color Guess Game- Show children a color and have them name foods at the market that match that color.</p>	<p>→</p> <p>Share a theme-based story.</p> <p>Talk about the "Fruit Bowl" activity that will happen today.</p> <p>Ask children what you should do before you prepare food? Talk about washing fruits and washing hands before preparing foods.</p> <p>Sing a hand washing song.</p>
Planning for Play				
<p>Walk around the classroom and have children look for any things that are found in the market.</p> <p>Show sink and float at Discovery.</p>	<p>Discuss playing at the maths area and taking good care of the beans.</p> <p>Show how they can sort and count.</p>	<p>Remind the children to draw the fruits on your list at the art area.</p> <p>Complimenting each child's artwork.</p> <p>Ask them to place their drawing next to the correct fruit name on the list.</p>	<p>Remind children to be careful with the crates in blocks.</p> <p>Only stack as high as their own belly. That way no one will get hurt.</p>	<p>Make little price signs and show to the children. (Put them in the family area after.)</p> <p>Notice out loud the great behavior you have seen that week during choice play time.</p> <p>Point out sharing and caring.</p>

Small Group Activity				
<p>Literacy: Bring out several fruits and vegetables in a bag or basket.</p> <p>Have children feel in the bag and guess which ones are in there.</p> <p>Older children could match to the correct beginning sound.</p>	<p>Maths: Bean Sort- Have a variety of beans and small cups. Tape a bean type on each cup for a reference.</p> <p>Have children sort the beans by color and type. Then they can put their beans in the matching cup.</p>	<p>Literacy: Rhyme Time- Hold up an alphabet letter card and say the rhyme from the book.</p> <p>See if the children can name what fruit starts with that letter from the story.</p>	<p>Maths: Fruit Graph- Put out several fruits (4-5) that the children typically eat.</p> <p>Ask them to choose their favorite one.</p> <p>Then help them trace or draw a picture of the fruit they chose.</p> <p>Next, they can put their pic on a graph. To figure out which fruit is most liked, and which one is least liked in the class.</p>	<p>Five Senses: Fruit Bowl- Bring in some fruits that the children suggested to make a fruit salad. Remind and lead children to wash hands first.</p> <p>Show proper way with soap and individual towels or paper. Then let children help you peel and cut up fruits for their own bowl.</p> <p>Say prayer with children before eating.</p> <p>Have each child taste and talk about the fruits. Talk about how important it is to eat many foods with colors.</p>
Outside/Movement				
<p>Show the children all the equipment on the play yard.</p> <p>Talk about how to wait for your turn.</p> <p>Make some simple rules with them. And watch to reinforce rules.</p>	<p>Children form a circle and pass around a coconut.</p> <p>When they have the coconut, it is their turn to name a food they bought last time they visited the market.</p>	<p>Make a little market outside and have children pretend to buy and barter.</p>	<p>Check on the garden to see if any fruits or vegetables are growing.</p> <p>Talk about how food must be grown before making it to the market.</p>	<p>Play Banana, Banana, Coconut game. Children sit in a circle and one child goes around and taps heads saying banana, The child that gets "coconut" on tap, then runs after that child on the outside of the circle.</p>

Closing Mat				
Read the same story from morning mat. Talk about their day. Notice out loud some great things that happened. Sing a song about food or going to the market. Goodbye song.	Congratulate the children that helped and followed rules today. Play “One Potato, Two Potato” game. As children are standing up, sing songs about foods or crops. Sing goodbye song.	Wash some crops to demonstrate safe food to eat. Talk about how they can help their parents with preparing foods for cooking. Sing about washing crops. Sing goodbye song.	Ask some questions about money. Count pa’anga with the children and talk about the amount that some fruits in the book cost. Sing goodbye song.	Talk about how everyone worked well together to make the fruit bowls. Ask if they enjoyed their fruit bowls? Thank the parents for coming and let the children thank them as well.
Special Events/ Parental Involvement				
Share this week’s schedule and “Market” theme with parents. Ask parents to take their child to market with them. And ask children to bring in one item they bought to share with the class on Thursday.	Share this week’s schedule and “Market” theme with parents. Ask parents to take their child to market with them. And ask children to bring in one item they bought to share with the class on Thursday.	Ask a parent that works at the market to come in and talk about their job. Remind the class to bring in the item they bought at the market tomorrow to share with class.	Let children share the things they bring in from the market. Be sure to point out one good thing that their child did as they pick up.	If you have enough parents, take a field trip to the market. Ask parents to let children help prepare meals together this weekend with produce from the market. .

Additions to Areas:

Blocks	Family	Literacy
Put out some market crates. Encourage children to use the market crates to build their own market stand. They could also make signs to go with the stands.	Set up a pretend market. Have many fruits, baskets, bags, pretend currency and a scale.	Children could match the beginning letter with the correct food. You could copy or draw several of the fruits and other foods and then have the letters out to match.
Mathematics/ Bits and Pieces	Discovery	Art
Put a basket of assorted beans at the table. Have some cups set up with one kind of bean taped on each cup. Children can sort beans and count them into the cups. Use a basket of nuts and berries and have children sort or organize into egg cartons.	Place a large bowl with water out. Set out several fruits in the book. Use water for sink and float testing or dirt for planting root vegetables like yams	Put out paper and crayons and ask children to draw a picture of their family’s trip to the market. Cut yams in half and put out with paint & paper. Use yams for painting. (Give parent’s pictures at the end of the week).

Notes to Support or Adapt for Children with Differing Abilities:

Theme: **Things that Go**

Week: _____

Domain: Goal and Indicator (Example: PLAY:1a)

1. **GROW-5(c,f):** Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
2. **THINK-14(a,d):** Begin emergent mathematics thinking through sorting, describing and organizing.
3. **COMMUNICATE-12(b,g):** Children begin to develop knowledge of print and letters.

Monday	Tuesday	Wednesday	Thursday	Friday
Mat Time				
<p>Good Morning Song</p> <p>Share a story on "Things that Go" (Transportation). Introduce the theme by asking children how they get to school. ("Do you ride in a bus, car, bike, or walk?")</p> <p>Sing "Wheels on the Bus" song. (Or any other theme-based song.)</p>	<p>→ Share a theme-based story.</p> <p>Ask what kinds of "things that go" do they see every day.</p> <p>Play "Land, Sea, or Air" game while you name things that go, have the children yell out where.</p>	<p>→ Share a story about walking safely to school. Act out cars and trucks that zoom and role play safe walking to school.</p> <p>Ask children if they feel safe on their walks to school? Are they practicing safe walking skills? (Look both ways before crossing the road, hold hands).</p> <p>Sing a song about walking to school.</p>	<p>→ Share a theme-based story.</p> <p>Play Zoom, Go to Beep Stop Game.</p> <p>– When you say zoom, children move around the circle. When you say Beep, children must stop and freeze.</p>	<p>→ Share the same theme-based story.</p> <p>Sing "Wheels on the Bus" & "Walking to School". (or make up a song if you don't know those.)</p> <p>Ask kids to help you make a chart with a list of "things that go". Put the chart in the art area for them to draw the things.</p>
Planning for Play				
Show children all the new play area materials and tell them how to safely use them.	Show children all the new playarea materials and tell them how to safely use them.	Challenge the children to act out walking to school safely in the pretend area.	In the Maths area, add the classification game for "Sea, Land or Air" and show children where it is.	In the Maths area, add the classification game for "Sea, Land or Air" and show children where it is.
Small Group Activity				
<p>Literacy: Match the beginning sound of transportation with the correct vehicle.</p> <p>Each child either holds a vehicle or letter and they pair up by finding the friend with the correct match.</p> <p>Point out the letters and sounds.</p>	<p>Maths: Take the children outside near the road (carefully). Have them count the vehicles and name the different kinds as they go by. Then go back in and make a chart with them.</p>	<p>Literacy: Listening game, "Zoom and Beep". Tell children to pretend to be a thing that goes. Quietly get them to listen to you and when you say "zoom", they go like their favorite vehicle. If they hear "beep", they stop.</p>	<p>Maths: Count the wheels- Show some pictures of cars, buses, large trucks, airplanes. Have children count the wheels. Then ask them to sort from least wheels to most wheels as a group.</p>	<p>Social Studies: Special Walk- Take a walk around the neighborhood or village with some parents helping to hold hands. As you walk around, talk about the things they see that go. Point out that even walking is going.</p>






Outside/Movement				
Tell the children to run fast like a car when they go outside.	“Take-off and Landing” Game- Have children pretend to be airplanes. Talk about where they are going!	Hold Hands- Have children find a friend and walk together exploring. And practicing safe walking skills by holding hands.	Congratulate the children that helped and followed rules today. Let the children talk about how it felt to play with toys from inside while outside. Play a quick Zoom and Beep game. Sing goodbye song	Read the same theme-based story. Make a chart as children tell you some things they saw on the walk today. Wrap up the theme with safe walk rules. Ask them to walk safely on their way home. →
Closing Mat				
Talk about their day. Point out and thank the children that shared the cars and new toys in the block center. Ask children to look for “Things that go” on their way home. Sing goodbye song.	Sing a theme-based song. Talk about how you noticed them being airplanes outside. Remind them to keep the water in the large bowl at discovery. →	Notice how they all were very good friends today. They shared, cooperated and held hands. Sing a friendship song. Share a theme-based story. →	Congratulate the children that helped and followed rules today. Let the children talk about how it felt to play with toys from inside while outside. Play a quick Zoom and Beep game. →	Read the same theme-based story. Make a chart as children tell you some things they saw on the walk today. Wrap up the theme with safe walk rules. Ask them to walk safely on their way home. →
Special Events/ Parental Involvement				
Share this week’s schedule and “Things that Go” theme with parents. Send a note or ask some parents to help with a theme-based walk on Friday.	Ask parents to share stories at home that relate to the theme.	Be sure to point out one good thing that their child did as they pick up.	→	Invite parents to come and help with a walk in the neighborhood or village. Coach them to talk about the “Things That Go” as they walk with a few children. Ask them to keep encouraging safety walking rules.






Additions to Areas:

Blocks	Family	Literacy
<p>Have the children create roads, train tracks, bridges and waterways.</p> <p>Put out small home-made cars that you can make from water bottles and caps for wheels. Make boats and airplanes too. Add some blue paper or cloth for water.</p>	<p>Create a car, bus or airplane by adding a large cardboard box and some things from art to decorate the box. The children can pretend to drive the vehicle.</p> <p>Also, put backpacks and shoes for them to pretend to safely walk to school each day.</p>	<p>Make and place pictures of “things that go” and put them in a basket. Children can take turns naming the thing that goes with a friend.</p> <p>Have some letters out for matching the beginning sound letter with the transportation picture. (For example, have a c for car, b for bus, a for airplane, s for ship all available on the table.)</p> <p>Put theme-based books out in the soft area for reading during play.</p>
Mathematics/ Bits and Pieces	Discovery	Art
<p>Have some pictures of transportation items in a basket on the maths table. Make a chart with Land, Sea, and Air boxes that also have pictures of a road, river or ocean, and the sky. Have the children sort the pictures or real toys into the correct group. (This can be introduced first during small groups.)</p>	<p>Collect or make a variety of plastic or wooden vehicles. Place the vehicles in a basket in the discovery area.</p> <p>Have a large bowl of water, one with dirt and a white cloud out so children can play and move the things that go around.</p>	<p>Put out paper, crayons, and paint.</p> <p>Encourage children to draw their home in the village or neighborhood.</p>






Notes to Support or Adapt for Children with Differing Abilities:






#4 Small Group Planning Form






Emergent Literacy or <u>Mathematics</u> Small Group Form (underline one focus)	
Title 	
KIDS 	
Materials 	
Steps 	
Observe 	






Science or Social Studies Small Group Form (underline one focus)	
Title 	
KIDS 	
Materials 	
Steps 	
Observe 	






#4 Small Group Plans






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Feely Box
KIDS 	COMMUNICATE-7b & f
Materials 	<ul style="list-style-type: none"> Box with a top that closes and has a hole big enough for child's hand Objects that children will know (can be toys or other items to go with the theme).
Steps 	<ol style="list-style-type: none"> To prepare, place an object that the children are familiar with into a box. It could be a piece of fruit, a rock, a book, a stick, or something else from the classroom or outside. Make sure that the children do not see you putting the object into the box. Say "I've put an object into this box [show the children the box]. One child reaches in and takes a guess. Encourage them to use descriptions of what it feels like before they guess. If they have trouble guessing, as if they want a friend to help. If yes, next child can help. Show the object next. Use a different one for each child. <p>Literacy Link: This activity is perfect to build vocabulary and talking. Once the children understand this activity well, they can do this game in Literacy Area in pairs.</p>
Observe 	<p>→ Observe how children guess the object.</p> <p>→ Do they persevere by trying many times?</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Block Word Matching
KIDS 	COMMUNICATE-14c&f
Materials 	<ul style="list-style-type: none"> Blocks Pictures of things to go with theme or from a recent story Paper strips Writing tool Tape
Steps 	<ol style="list-style-type: none"> Use the strips to write some words and draw them too on the strip. Tape the strip to some blocks (wooden from block area). Make a duplicate list of the words (don't use pictures for older preschoolers, you can for younger ones). Let half of the children hold one set of blocks. The other half takes the paper strips and matches to the correct block. Next, they each trade and take another turn. <p>Literacy Link: This activity helps children see that words and pictures go together They can use matching by looking at the letters.</p>
Observe 	<p>→ Notice which children can match the words with the words and pictures.</p> <p>→ Extend by asking them to say the words too.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Silly Story
KIDS 	COMMUNICATE-9a & d
Materials 	<ul style="list-style-type: none"> • A storybook
Steps 	<ol style="list-style-type: none"> 1. Choose a storybook that the children already know. 2. Tell the children that you need their help as you want to read them a story, but you forgot how. 3. First, hold the book upside down as you show them the title. Point out more things about the cover and act like you know something silly is going on. See if the children tell you how to make it right. 4. Next, start reading from the back of the book. Tell them you are not sure why there is not title page with the author and illustrator. Start reading from the back and end of the story. See if they notice and tell you what to do. Follow their advice to start at beginning. 5. As you start at beginning, skip a page each time. They will tell you to read each page. Then you correct and read the story the right way. 6. Thank the children for helping you to read the story the right way. Show pride in their smart help! <p>Literacy Link: What a fun way to see if children have book knowledge.</p>
Observe 	<p>→ See if children are smart in book knowledge as they correct you.</p> <p>→ If some children did not get it, be sure you spend some time in the cozy book area with them and do the same thing as you talk about it.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Act Out the Animals
KIDS 	COMMUNICATE-10a & f
Materials 	<ul style="list-style-type: none"> • Song about animals that the children know •
Steps 	<ol style="list-style-type: none"> 1. Sing a song about animals with the children in your group. 2. Next ask them to remember the animals in the song. 3. Then tell them that they will pretend to be the animals and act like them with actions and sounds. 4. Then have them sing the song while they act out the song as if they are the animals. 5. Repeat with children trading animals. <p>+Literacy Link: This is the beginning to recalling stories and it combines with self-confidence. Children are imitating and recalling language in books.</p>
Observe 	<p>→ See if the children can recall the animals in the song.</p> <p>→ Watch their confidence grow as they act like the animals in the story.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Letter Magic
KIDS 	COMMUNICATE-15c & f
Materials 	<ul style="list-style-type: none"> • Blackboard (small ones for children, if available) • Water in a small bowl or cup
Steps 	<ol style="list-style-type: none"> 1. Gather THE group around and give them small blackboards, if available. If not, use yours only. Write a letter using water. 2. Ask them which letter you are writing. 3. Tell the children to watch as the letter magically disappears. Also, ask if they know why the letters are disappearing. 4. If they have blackboards, have them write the same letters you write. If not, let them take turns writing the letters on your blackboard. They will be excited to write the letters and watch what happens. <p>+Literacy Link: What a fun way to write letters. If your group is young, start with straight line letters and move into the more complex ones with circles and half circles. Try using only lower-case letters too.</p>
Observe 	<p>→ See which children can write the straight-line letters and which are ready for more complex ones.</p> <p>→ Take notes on the children that need your help to scaffold letter writing.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	B for Ball Bounce
KIDS 	COMMUNICATE-11i
Materials 	<ul style="list-style-type: none"> • Ball that bounces • Children in a circle
Steps 	<ol style="list-style-type: none"> 1. Have the children in your group to stand in a circle. 2. You tell them that they need to think of a word that starts with the same beginning letter as ball...b. 3. As each child catches the ball, they think of a word that starts with b. After a few turns, you can change the letter and sound. 4. For more advanced preschooler, challenge them to try and think of words with the same ending sounds. <p>+Literacy Link: Knowing the beginning and ending sounds of words is important to learning about the sounds that letters make and that those sounds make words.</p>
Observe 	<p>→ Notice which children are able to think of the words easily and which ones may need more practice.</p> <p>→ Make a note to challenge the ones that are able to get the ending sounds.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	ABC BINGO
KIDS 	COMMUNICATE-14b & e
Materials 	<ul style="list-style-type: none"> • BINGO Boards prepared for each child. • Individual letters on cards for teacher to show • Shells or stones as markers
Steps 	<ol style="list-style-type: none"> 1. Prepare the cards with 9 random letters on each with one card for each child in your group. Make sure each card is different. 2. Have children sit close with their cards and close enough to see the cards you show. 3. As you hold up each letter card, have the children name the letter. Then they use a shell or stone to cover up the matching letter on their own BONGO card. 4. Sit the youngest letter learners close to you so you can gently help them find their letters. 5. As children cover their letters, let them say, “BINGO” when they cover all the letters on their card. Continue until all children BINGO! <p>+Literacy Link: Recognizing letters randomly is an important skill. It is a level up from just saying the alphabet in order.</p>
Observe 	<p>→ Notice which children are able to match the letters on their cards.</p> <p>→ Write a note to remind you to scaffold the learning for those that struggle a bit.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Board Book Blast
KIDS 	COMMUNICATE-12c & f
Materials 	<ul style="list-style-type: none"> • A board book from your library
Steps 	<ol style="list-style-type: none"> 1. Sit in a group and display the board books in front of the children. Ask children what they see and what they can find in the pictures. 2. Ask children to tell a story about the pictures, or to say what they think about them. 3. Ask the children to find and name objects in their environment that look like the pictures <p>+Literacy Link:</p>
Observe 	<p>→ Children have fun and enjoy talking about what they see in the book.</p> <p>→ Children communicate with both you and other children in the group about the book.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Let's Draw
KIDS 	COMMUNICATE-7c & g
Materials 	<ul style="list-style-type: none"> • Paper • Crayons
Steps 	<ol style="list-style-type: none"> 1. Let children draw or write what they want on the paper. 2. Let children present and describe their drawing and help children to listen while one of them presents. 3. Let children explore how to fold the paper to make paper shapes (boat, box, hat, basket, house, animal, etc.); show them how to cut paper into strips and how to make a collage from paper scraps. 4. Let children copy letters or numbers when appropriate. <p>+Literacy Link: Children should be able to use words to describe their own creations.</p>
Observe 	<p>→ Children develop their creativity.</p> <p>→ Children express themselves through the art of drawing.</p> <p>→ Children develop dexterity in handling crayons and paper. They learn how to use more than one material together.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Puppet Play
KIDS 	COMMUNICATE-10a & f
Materials 	<ul style="list-style-type: none"> • Puppets
Steps 	<ol style="list-style-type: none"> 1. Give each child a puppet to hold. 2. Tell each child who his/her puppet will be in the story. Have the children listen carefully so that they will know when to make their puppets talk. 3. Begin telling the story. When the time comes for a child's puppet to say something, give help if needed. 4. Children may use the puppets to play out events that are both happy and sad and discuss events. <p>+Literacy Link: Children start to understand stories by acting out and having fun with the process. Using puppets allows child to show they comprehend the story.</p>
Observe 	<p>→ Children interact together and share stories, developing their imagination and expressing their feelings.</p> <p>→ Children can talk to their puppets and learn how to take care of them.</p> <p>→ Children express their happiness in movement and sound.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Story Memories (Continued from above)
KIDS 	COMMUNICATE-8c & f
Materials 	<ul style="list-style-type: none"> Puppets
Steps 	<ol style="list-style-type: none"> 1. Have a few children use the hand puppets to help you tell a familiar story. Put a puppet on your hand and give each child a puppet to hold. 2. Tell each child who his/her puppet will be in the story. Have the children listen carefully so that they will know when to make their puppets talk. 3. Begin telling the story. When the time comes for a child's puppet to say something, point to them this time. 4. Have the children tell the story with their puppets from memory. <p>+Literacy Link: Children are beginning to show more interest in books and are motivated to read. This activity helps them remember parts of the story. This is the gateway to recalling stories in a fun way.</p>
Observe 	<p>→ Watch to see which children remember their puppet's part.</p> <p>→ Make sure they are all having fun and not too pressured if they forget.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Let's Make Patterns
KIDS 	THINK-14c, e & f
Materials 	<ul style="list-style-type: none"> Colored blocks or Rocks
Steps 	<ol style="list-style-type: none"> 1. Have children sit on the floor in a circle. Tell them that they will be playing a game to make patterns. Tell them, "I will make a pattern first and you will tell me what it is." 2. Then use the shaped blocks to make a simple pattern like square, circle, square, circle. Ask the children to tell you the pattern. 3. Next add a square and ask, "What do you think comes next?" 4. Then ask the child to add that. Then ask the next child to add to continue the pattern. 5. Ask if they see the pattern that repeats. Point to each shape and say them out loud. Have all the children say what would be next. 6. Then let children make their own patterns with a friend. <p>+Making Maths: Making patterns helps children to be ready for complex mathematical operations. Put these pattern games out in the Maths Area along with some other materials to make patterns.</p>
Observe 	<p>→ Check to make sure children understands what comes next for this simple AB pattern.</p> <p>→ Try an ABC pattern with those that get it quickly. .</p>






Emergent Literacy or <u>Mathematics</u> Small Group Form (underline one focus)	
Title 	How Old Are We?
KIDS 	THINK-12d & l
Materials 	<ul style="list-style-type: none"> • Paper • Markers • Each child's age on a list
Steps 	<ol style="list-style-type: none"> 1. Make a chart with ages at the top. (3 / 4 / 5 / 6) 2. Tell children that they will make a chart showing everyone's age. 3. Then start ask the children to show you fingers for how old they are. Then point to the number 3 and ask all the 3-year old's to come up and stand in a line. Help each child to write their name or draw their symbol in a row under the number 3. 4. Do the same with 4-year old's. Let them write their name or draw their symbol...in a row. 5. Do again for 5's and 6's too. 6. Then have the group compare the lists. Help them see the longest list and that means the "most". Compare each group. <p>+Making Maths: Counting and comparing sets is a great way for children to begin understanding some maths talk. This will lead to the ability to add and subtract.</p>
Observe 	<p>→ Look for each child's ability to follow directions, count and write their name or draw symbol.</p> <p>→ See if children can use words like: more, less, most and least.</p>






Emergent Literacy or <u>Mathematics</u> Small Group Form (underline one focus)	
Title 	Hands and Feet Make Patterns
KIDS 	THINK-14c, e & f
Materials 	<ul style="list-style-type: none"> • Children in a line
Steps 	<ol style="list-style-type: none"> 1. Have your group sit in a line with shoulder to shoulder. 2. Ask the first child to put out his feet in front. Then the second child to put his or her hands out in front next to the first child's feet. 3. Continue this pattern until each child has a turn. 4. Then do it again with feet and hands being the opposite children. See if they can do it without many verbal directions. Show with your own hands and feet if they lose their way. 5. Do it fast and slow in a fun way. Ask the children if this is a pattern? See if anyone knows of a different way to make a pattern using just their body. <p>+Making Maths: Patterning is a great way to help children see variations. This practice can help them become mathematics thinkers.</p>
Observe 	<p>→ Watch to see if children can follow a pattern with little direction. Make patterning fun for them.</p>






Emergent Literacy or <u>Mathematics</u> Small Group Form (underline one focus)	
Title 	Big or Small
KIDS 	THINK-16a, f, b & g
Materials 	<ul style="list-style-type: none"> Pairs of objects that are big and small from around the classroom or in nature (rocks, leaves, cars, blocks, skirt)
Steps 	<ol style="list-style-type: none"> Tell the children that they will be comparing 2 similar objects and deciding which one is big and which one is small. Start with a child and you. Ask the children who is big and who is little. Then have two children come up and choose from a pair of items. Ask, “which one is small? Which one is big?” Have the child with small go stand by the original child and the one that is holds the big one to stand by you. You can move into talking about bigger or smaller as well. <p>+Making Maths: Comparing and using maths talk is important for future problem solving. Also, these activities done at small group can be done in the Maths Area.</p>
Observe 	<p>→ Watch to make sure all children understand the comparison well.</p> <p>→ Be sure to make a note if some children need a little more guidance.</p>






Emergent Literacy or <u>Mathematics</u> Small Group Form (underline one focus)	
Title 	Our Feet Measure Up
KIDS 	THINK-16c & i
Materials 	<ul style="list-style-type: none"> Children and their feet Strips of paper and pencils per child
Steps 	<ol style="list-style-type: none"> Let’s measure things today using our feet. Ask each child to look around and think of something to measure. Then they come and tell you so that their thing to measure can be written on their strip. (If they can write or draw, have them do it) Demonstrate how to measure something by walking alongside and going heel to toe and counting. Have them help you count. They then go out in pairs and measure. One walks out the measure and the other one writes the final number of feet. Then they switch roles. <p>+Making Maths: Measurement is not an easy concept for little ones. By using the child’s own feet, it makes for an easy introduction into the process.</p>
Observe 	<p>→ Watch the pairs of children working together. Offer help to those that are struggling.</p> <p>→ This activity takes many steps. Watch to see if can follow.</p>






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Sticks or Stones Will Make a Shape
KIDS 	THINK-15b, e & f
Materials 	<ul style="list-style-type: none"> Sticks, toothpicks, straws or other straight materials readily available Stones, shells, bottle caps or other materials on hand
Steps 	<ol style="list-style-type: none"> 1. Give each child a card or a piece of paper with the shape that the children are focusing on that day drawn onto it clearly. 2. Show the children how to trace the shape with their fingers. Describe the shape, making note if it has straight lines, curves, or angles. 3. Next, give each child several sticks (or toothpicks, beads, pebbles, bottle caps etc.) and show them how to trace the shape with the sticks by laying them on the outline of the shape. 4. Let them try to do this with different types of materials. For example, if they make a square out of sticks first, let them make a square out of pebbles or rocks next. 5. After they have done this a few times, congratulate them on learning about their shape <p>+Making Maths: Geometry sounds like a big word for little children; however, it is all about shapes and spatial relationships. Why not have them learn early and in simple ways?</p>
Observe 	→ Watch to see if they can make the shape on their card and say its name. Point out shapes that match in the classroom and on the playground. .






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	Shape Sorter
KIDS 	THINK-15b & e
Materials 	<ul style="list-style-type: none"> Blocks that are different shapes 2 boxes with holes cut in top to fit shapes through slots
Steps 	<ol style="list-style-type: none"> 1. Let the children practice and enjoy the shape-sorter on their own. 2. Organize two teams and ask boys and girls to insert the shapes into the container one by one as quickly as possible. 3. Have all the shapes on the floor, name the shapes, and ask children to show you where the rectangles are, where the triangles are. If they cannot find them, show them and ask the children again to find them. <p>+Making Maths: Making shapes fun to learn about increases an early love for geometry.</p>
Observe 	→ If any children have trouble fitting the shapes in the slots, help them practice with puzzles and other fun ways. .






Emergent Literacy or <u>Mathematics</u> Small Group Form (underline one focus)	
Title 	Stringing Along
KIDS 	THINK-14c & f
Materials 	<ul style="list-style-type: none"> • Strings with glued or taped ends • Materials that have holes in middle for stringing (beads, buttons, macaroni, coconut loops, flowers)
Steps 	<ol style="list-style-type: none"> 1. Give each child a string and allow them to choose the items from several bowls that they want to string. 2. Next ask them to string things in a pattern. Maybe 2 beads, one macaroni, 2 beads... 3. Talk about the stringing and notice their choices. Have them tell you about their patterns. 4. Put the activity in the Bits & Pieces Area for independent stringing and patterning. <p>+Making Maths: Notice out loud when the children make patterns. Be descriptive so they can learn more maths vocabulary. This activity can help them grow up to make beautiful Tongan accessories like Helilala leis and coconut necklaces of honor.</p>
Observe 	<p>→ Offer help to the little ones with getting started. Notice if any children have trouble talking about their patterns or keeping them in order.</p> <p>→ Children develop fine motor skills by creating necklaces or bracelets.</p> <p>→ Children can copy a simple pattern of colors.</p>







Emergent Literacy or <u>Mathematics</u> Small Group Form (underline one focus)	
Title 	Sort and Stack
KIDS 	THINK-15b & e
Materials 	<ul style="list-style-type: none"> • Cubes or other items that nest from large to small.
Steps 	<ol style="list-style-type: none"> 1. Ask the children to sort objects from large to small. They can line them up first. 2. Next, ask them to make a stack. 3. Ask questions like, "Which is the biggest? How did you decide which one goes on the bottom? How did you figure out how they fit inside each other?" 4. Talk together about what they did with the nesting toys. <p>+Making Maths: Nesting is a unique way to combine maths with science. It helps children with problem-solving, motor skills and learning about shapes.</p>
Observe 	<p>→ Watch to see if the children self-check their ability to fit the smaller pieces into the larger ones.</p>






Emergent Literacy or <u>Mathematics</u> Small Group Form (underline one focus)	
Title 	Daring to Count Dominoes
KIDS 	THINK-12m & o
Materials 	<ul style="list-style-type: none"> Set of dominoes with 1-12 dots on each
Steps 	<ol style="list-style-type: none"> Ask the children to sort objects from large to small. They can line them up first. Put the set of dominoes in baskets and allow children to explore them freely first. Next, ask them to match a couple of dominoes that look exactly the same. Next have them count the dots on their dominoes that match. Extend by asking them to make a row of dominoes with matching ones connecting. <p>+Making Maths: Dominoes are a natural way for matching and counting. Seeing a set of dots and knowing how many will lead into operations needed in primary.</p>
Observe 	→ Watch to see if children can match, count and know how many without counting (a higher skill).






Emergent Literacy or <u>Mathematics</u> Small Group Form (underline one focus)	
Title 	What Do You See+-
KIDS 	THINK-14a & d
Materials 	<ul style="list-style-type: none"> Collection of objects that can be sorted in various ways (by color, shape, size, texture, weight, height, taste, smell or function) A large hoop or tray
Steps 	<ol style="list-style-type: none"> Have children sit in a circle and place the hoop in the middle along with the items all around but outside of the hoop. . Choose one of the items and ask questions like: “What do you see that is like me? What do you see that is blue?” Then they put each item that answers the question inside the hoop. Extend by asking children to tell you about the items in the hoop. Are they alike or different? See if they can describe the sorting rule used. How else could the items be sorted? <p>+Making Maths: Sorting by attributes takes high cognitive or thinking skills.</p>
Observe 	→ Notice which children can do very well with this sorting by different attributes. Offer more practice for those that have trouble.






Emergent Literacy or Mathematics Small Group Form (underline one focus)	
Title 	The Fishing Trip
KIDS 	THINK-13a, b, c & d
Materials 	<ul style="list-style-type: none"> • Pictures of various kinds of fish from the sea • Fishing props (pole, reel, nets, lures, waders, bucket) • Fish shaped crackers (10-15 per child) • Two paper cups per child (One for a bucket and other for water)
Steps 	<ol style="list-style-type: none"> 1. Ask children what they know about fishing. Share the fishing props and pictures of fish. 2. Introduce by saying, “Today we are going on an imaginary fishing trip. Each of you will get an imaginary ocean filled with fish. You will also get an empty bucket to put your fish in when you catch them. From time to time, you’ll get to eat some of the fish. You’ll need to listen very carefully as I describe what happens on our imaginary fishing trip.” 3. Sing the song, “Let’s all go fishing” (tune of Did You Ever See A Lassie”) <p>Let’s all go fishing, go fishing, go fishing. Let’s all go fishing down by the sea.</p> 4. Then make up a story about going fishing and catching different kinds of local fish. Each time one is caught, have the children move different small quantities of fish to their buckets. 5. Then ask them, how many fish do you have in your bucket now? What if you move one more fish to your bucket, how many then? 6. Let the trip stretch as long as they are interested. 7. At the end of the trip, tell them to cook up and eat their fish! <p>+Making Maths: This introduces adding and subtracting with a fun fishing trip.</p>
Observe 	<p>→ Notice all the counting out loud.</p> <p>→ Help children that may get confused. Count out loud with the little ones.</p>






Science or Social Studies Small Group Form(underline one focus)	
Title 	Fishy Business
KIDS 	THINK-1a & e
Materials 	<ul style="list-style-type: none"> • Sink or plastic tub • Plastic water bottle with a top • water
Steps 	<ol style="list-style-type: none"> 1. Fill up your sink or tub with water. 2. Then, fill your soda bottle halfway up with water and screw on the top. 3. Remove your bottle and fill it three-quarters of the water with water. 4. Lay your bottle back in the water and observe what happens this time. Ask the children if the two outcomes were same or different. 5. Tell the children that is what makes fish +float. <p>Share the Science: Buoyancy is a force which causes objects to float in a liquid or to rise in air or gas. The less water you put in the bottle, the greater the amount of air pressure and the more buoyant the bottle. Fish control their buoyancy in much the same way. The amount of air they allow into their swim bladders will determine how buoyant they are.</p>
Observe 	<p>→ Watch to see if children are exploring the bottles and talking about what they notice.</p> <p>→ Are they using their findings to construct new knowledge?</p>






Science or Social Studies Small Group Form(underline one focus)	
Title 	Magic Potatoes
KIDS 	THINK-10b & g
Materials 	<ul style="list-style-type: none"> • Potato • Glass jars wide enough for potato to fit inside • Several toothpicks • Planting pot filled with soil • Water • Knife
Steps  	<ol style="list-style-type: none"> 1. Fill your glass jar with water. 2. Insert toothpicks into the potato about halfway so it can sit in the water and half sticking out (like picture to the left). 3. Keep the jars filled with water and observe growth. 4. When the shoots begin to grow (about 2.5 cm in length), cut off tops of potatoes leaving shoots attached. 5. Plant into potting soil and water. 6. Water some each day and observe the growth. <p>Share the Science: Plants are able to grow without seeds through this process of vegetative propagation. They regenerate themselves using part of the plant that is left. Not all plants can do this.</p>
Observe 	<p>→ Ask children if some plants can grow without seeds?</p> <p>→ See if the children notice when the shoots grow out. How do they react to the magical growth of the potato?</p>






Science or Social Studies Small Group Form(underline one focus)	
Title 	Tree Rubbings
KIDS 	THINK-11d & i
Materials 	<ul style="list-style-type: none"> • Pencil, marker or crayons • Large piece of paper (construction) & thin piece (tissue or tracing) • Glue or tape • A tree outside
Steps 	<ol style="list-style-type: none"> 1. Take the piece of construction paper and fold in half like a folder. Then draw a picture on the cover. 2. Go find a tree on the playground that is short enough to touch low branches. Talk about the tree together discussing how tall, how big around is trunk, and how old do you think the tree is? Help write down the answers with your group. 3. Take the thin paper and crayon to make a rubbing of the bark, a branch, and a leaf. 4. Cut out each and glue into your folder like a small book. <p>Share the Science: Trees are fun to investigate. Rubbing gives a view of the texture for different parts of a tree.</p>
Observe 	<p>→ Can the child use the tool of crayon to do rubbing?</p> <p>→ Does the child use descriptive words when investigating the tree?</p>






Science or Social Studies Small Group Form(underline one focus)	
Title 	Salty Ocean Water
KIDS 	THINK-3g
Materials 	<ul style="list-style-type: none"> • Ocean water • A shallow pan
Steps 	<ol style="list-style-type: none"> 1. Fill your pan with ocean water. 2. Allow the water in your pan to evaporate. 3. Taste what is left in the pan. Ask children what they find in ocean water after evaporation? <p>Share the Science: Ocean water contains salt, which is a solid. When water evaporates in the pan, the salt is left behind because it is a solid.</p>
Observe 	<p>→ Ask children to think about evaporation.</p> <p>→ See if they can tell you why the salt remained.</p>






Science or Social Studies Small Group Form(underline one focus)	
Title 	Make a Volcano
KIDS 	THINK-1a & e
Materials 	<ul style="list-style-type: none"> • 4 cups of flour • 1 cup of salt • 1.5 cups of warm water • Red food coloring • Water • Vinegar • Baking soda • Newspaper • Pie tin or plate • Large mixing bowl • 250 ml paper cups • Brown tempera paint
Steps 	<ol style="list-style-type: none"> 1. In a large mixing bowl, let the children help you mix together the ingredients to make dough: 4 cups flour, 1 cup salt, 1.5 cups of warm water. They can knead the dough using hands when ball forms. 2. When dough is in ball, place on hard and flat surface to knead into rubbery feel. 3. Mold into shape of a volcano, leaving a whole in top big enough to hold the cup. 4. Bake at 154°C for 30 minutes. Remove from oven and allow to cool. 5. Place a paper cup inside the opening at top. Paint the volcano brown. 6. Place on newspaper with room for an eruption. 7. Mix 3 Tbs (45 g) of baking soda with 125 ml of water in paper cup. Add red food coloring and pour into the cup at top of volcano. 8. Pour 1 tsp. (5 ml) of vinegar into the cup inside volcano. Step back and watch what happens! <p>Share the Science: When you combine baking soda and vinegar, a chemical reaction takes place. A gas is produced which causes your volcano to erupt, similar to the heat of a real volcano. When pressure from steam, heat and movement below the earth's surface reaches an extreme, lava will erupt.</p>
Observe 	<p>→ Are the children observing closely with excitement?</p> <p>→ Are they making predictions?</p> <p>→ Are they using their senses to explore the eruption process?</p> <p>→ Did they follow the directions in a systematic way?</p>

Science or Social Studies Small Group Form(underline one focus)	
Title 	Who Wears This?
KIDS 	THINK-1d & h
Materials 	<ul style="list-style-type: none"> • Laundry basket • Variety of clothing items that different family members wear
Steps 	<ol style="list-style-type: none"> 1. Place all of the clothing in a large laundry basket 2. Have the children work together to sort them by types. 3. Encourage them to then sort by who would wear the clothes. 4. Have them put a pile for mama's and different for papa's and so on. <p>Share the Social Studies: Talk about what different members of a family wear. Why do ladies wear skirts or dresses while men wear pants for work? Do men ever wear skirts? Have them look around and describe what a friend is wearing.</p>
Observe 	<p>→ Watch to see if children can match, group and sort the clothes by more than one attribute.</p> <p>→ Are the children using information from their experiences to decide?</p>

Science or <u>Social Studies</u> Small Group Form(underline one focus)	
Title 	A Circle of Friends
KIDS 	LOVE-4b & g
Materials 	<ul style="list-style-type: none"> • Large circle (as big as a tabletop) cut out on bulletin board or other large paper • Variety of paint colors that match skin tones of children • Paint brush that is soft and wide
Steps 	<ol style="list-style-type: none"> 1. Cut the large circle out ahead of time and prepare paint colors. 2. Have the children paint each other's hand with a paint color that is close to skin color. 3. Each child makes their handprint near the edge of the circle paper so that the hands almost touch. 4. Let dry while you talk about the circle of hands being just like the small group circle of friends. Write (or let them) write each child's name by their hand. <p>Share the Social Studies: Talk about how they all have skin that is similar, but with different tones of light to dark. Discuss how the hands make a circle of friends that enjoy playing and working together. Point out that a circle of friends can do more together. You could even sing, "The More We Get Together" song.</p>
Observe 	<p>→ Can the children see skin tone differences?</p> <p>→ Do they know that friends work better together?</p> <p>→ Can they tell what a good friend does?</p>

Science or <u>Social Studies</u> Small Group Form(underline one focus)	
Title 	Your Home and Family with Blocks
KIDS 	THINK-6a & d
Materials 	<ul style="list-style-type: none"> • Variety of wooden blocks • Variety of colored blocks (cubes, Legos, or what you have)
Steps 	<ol style="list-style-type: none"> 5. Hold this small group activity either in the Blocks or Bits& Pieces Area. 6. Tell children that they will make their house and family using the blocks. 7. Let them make the house and tell you about it. 8. Then they can add some standing blocks to be the people. Again, have them name the people in their family. 9. Take a picture of the houses if you can and text to their family. <p>Share the Social Studies: Talk about how everyone lives in different kinds of houses or fale. Also, children have different sizes of families living with them. Use the time to talk about how we sometimes have grandparents and many siblings.</p>
Observe 	<p>→ See if children can talk about their own family and describe or name the members. Try to listen for them to talk about things their family and who all lives in their house.</p> <p>→ Watch to see if they can build a house and compare it to their own.</p>

Science or <u>Social Studies</u> Small Group Form(underline one focus)	
Title 	Heilala Happiness Game
KIDS 	LOVE-5I
Materials 	<ul style="list-style-type: none"> • Heilala Flower Lei • Children
Steps 	<ol style="list-style-type: none"> 1. Have a real of fake Heilala Lei that the children can pass around. 2. Tell the children that they must tell a caring thing that the child sitting next to them to their left (in the circle) has done at preschool. Give examples of things like: “My friend shared the blocks when I was building; my friend let me have turn on the sing...” 3. You begin by saying something caring that the child to your left has done as you pas the Heilala Lei. 4. Go around until all have a turn. <p>Share the Social Studies: Talk about how nice they were to share such nice comments. Talk about how they are showing care and respect when they do nice things. If a child in group has differing abilities, point that out and how they can still care!</p>
Observe 	<p>→ See if children can show caring and respect as they play the game.</p> <p>→ See if they add anything about children with disabilities.</p>

Science or <u>Social Studies</u> Small Group Form(underline one focus)	
Title 	Kings and Queens of the Kingdom
KIDS 	THINK-5a & g
Materials 	<ul style="list-style-type: none"> • Crowns similar to what the King and Queen wear on special occasions • Pretend dress-up clothes that are royal • Play accessories like jewelry and other fancy things of the royal family
Steps 	<ol style="list-style-type: none"> 1. Do this small group in the Family Area where you will already have the above materials out for the activity. 2. Tell the children that they will get to act like the royal family. They can work in pairs to choose roles and decide on how their play scheme will go as they become the royal family. 3. As they play, you scaffold the play into learning. Notice out loud as they play and gently add some ideas. 4. Ask open-ended questions as the children are playing. Also, take some photos as they are dressed like “Kings and Queens”! <p>Share the Social Studies: During this theme, be sure you have talked about life as the royal family of the Kingdom of Tonga.</p>
Observe 	<p>→ Notice if the children are planning their own play schemes, roles and then act it out.</p> <p>→ Look for their imaginations to come out as they are pretending.</p>

Glossary of Terms

Term or Concept/ Philosopher	Definition
Early Childhood Education Centre	Place where early childhood services happen. Can be in a variety of setting that include: government schools, community places, non-profit buildings, places of worship (churches), privately owned buildings and homes.
Constructivism / Lev Vygotsky	Constructivism is an approach to learning that holds that children actively construct or make their own knowledge and that reality is determined by the experiences of the learner or child. They construct their knowledge as they experience the world. New knowledge builds on former knowledge to make learning happen. Learning is active and based on both experiences and relationships.
Developmentally Appropriate Practices	Those practices that are just right for a child's age or stage of development and are of interest to the child. When you target for their stage of development and assure that experiences are interesting, then you are being thoughtful and following the guidelines for being developmentally appropriate. Materials, equipment, play opportunities and activities should be appropriate to the age, stage, size and interest of the group of children in the classroom to be developmentally appropriate.
Stages of Emotional Development 0-6 Years/ Erik Erikson	<p>Erikson proposed that children go through stage of emotional development that build on each other. In early childhood from infancy to age six, children are growing in the three stages of:</p> <ol style="list-style-type: none"> 1. <u>Trust versus Mistrust</u>: When an infant experiences responsive caregiving, then the baby learns to trust that their basic needs will be met by a caring adult that makes them feel safe. 2. <u>Autonomy versus Shame and Doubt</u>: In this stage, the child learns to become independent. This also takes support and encouragement from caring adults. As the child tries new things, they will feel a sense of independence and self or they could be scorned into feeling a sense of shame or doubt of their own abilities. When children are respected, encouraged and praised with meaning, they can grow a sense of autonomy and a feeling that they matter as a person. 3. <u>Initiative versus Guilt</u>: In this phase children build a sense of initiative or that they can do things well. When you encourage and give space for safe problem-solving, children feel a sense of accomplishment in their play. On the other hand, if they are ridiculed or over-protected from trying new things through play, they may experience a feeling of remorse or guilt and be hesitant to try new things. <p>When caring teachers wrap each child in the essential values of Faa'i Kavei Koula then children should easily navigate these three stages of emotional development.</p>
Enabling Environment	Classroom or home environment that enables children to learn through play. It involves giving the children choice, planning for materials that support a theme and skill development, a warm and inviting place where children want to be. An environment filled with adults that care, materials that promote play and where every child feels that they belong.
Inclusion	The thoughtful practice of involving and taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children's experience early childhood in the least restrictive and equitable manner. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to play alongside their peers.
Preoperational Stage of Development/ Jean Piaget	The stage of preoperational learning is when children below 6 years of age are constructing cognitive meaning of their world by manipulating objects and experimenting through play. Within this stage of development, the knowledge of the young child grows as they experiment, make discoveries and change their ways of thinking to incorporate new knowledge as it is learned. Knowledge is based on what can be experienced with the senses.

Term or Concept/ Philosopher	Definition
Resiliency	The child's ability to overcome hardship and bounce back into a state of well-being. Also, the child's desire to persevere when facing challenging tasks or trying to solve problems. Protective experiences, strong relationships and play-based learning all buffer the effects of stress on children. Thus, building their ability to be resilient. Also, having a source of faith, hope and keeping cultural traditions all help build resiliency in young children.
Scaffold	Your way of building on children's existing knowledge and skills to enhance their learning. When you scaffold play, you are helping children to build on their ideas, practice communication and social skills they already have, and try new ideas. The process of offering the right amount of support where the child is developing that gently moves their development up to a higher skill level.
Transition	The process of moving between home and the first early childhood setting, between a range of different early childhood settings, or from childhood setting to full-time primary school.
Zone of Proximal Development (ZPD)/ Lev Vygotsky	The Zone of Proximal Development refers to the difference between what a child can do without help or independently and what he or she can achieve with your guidance and encouragement. Thus, the term "proximal" refers to those skills that the child is "close" to mastering on their own. When you give support and guidance while children are learning something new and age-appropriate or just slightly above what a child can do by him or herself. As the child learns the skill, the support can be less as their abilities develop and completely go away once the child can do the new skill independently.

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