



EARLY LEARNING CONNECTIONS

*SERVING ARMSTRONG, BEAVER, BUTLER,
INDIANA & LAWRENCE COUNTIES*

Road to School Readiness 2023-2024



The mission of Early Learning Connections is to provide a variety of high-quality early learning programs that foster a safe and positive culture through kindness and respect to meet the comprehensive needs of families.

The Vision of Early Learning Connections is to be the leading provider of children's programs and quality services for families.

Supporting Early Learning Connections School Readiness Goals through Effective Teaching Practices

The guiding principles of the Framework have been fundamental to the Head Start program from its inception. They underlie the program policies and practices that prepare young children for success in school and beyond.

- **Each child is unique and can succeed.** Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.
- **Learning occurs within the context of relationships.** Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.
- **Families are children's first and most important caregivers, teachers, and advocates.** Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.
- **Children learn best when they are emotionally and physically safe and secure.** Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.
- **Areas of development are integrated, and children learn many concepts and skills at the same time.** Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.
- **Teaching must be intentional and focused on how children learn and grow.** Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.
- **Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.** Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

Preschool School Readiness At a Glance

Central Domains					
Head Start Early Learning Outcomes Framework	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor and Physical Development
School Readiness Goals	<u>-Children will increasingly demonstrate self-regulation including impulses, maintaining attention, persisting with activities, and using flexible thinking to solve problems.</u> <u>-Children will demonstrate initiative independence, interest and curiosity in interactions with others, and exploration of objects and people in their environment.</u>	<u>-Children will engage in and maintain positive peer relationships, interactions including cooperating, and resolving conflicts.</u> <u>-Children will appropriately express and respond to a broad range of emotions including concerns for others.</u>	<u>-Children will express themselves in increasingly long, detailed and sophisticated ways that are clear and understandable.</u> <u>-Children will identify and segment the sounds within words as separate from the word itself including rhyming and matching beginning sounds.</u> <u>-Children will write for a variety of purposes using increasingly sophisticated marks.</u>	<u>-Children will demonstrate understanding of the relationship between numbers, names, and quantities.</u> <u>-Children will associate a quantity with written numbers up to 5 and will begin to write numbers.</u> <u>-Children will demonstrate understand of mathematical operations including addition and subtraction.</u> <u>-Children will analyze and interpret data, draw conclusions and communicate results</u>	<u>-Children will demonstrate increasing control of large muscles for movement, navigation and balance.</u> <u>-Children will demonstrate use of small muscles for the purpose such as self-care, writing, manipulation of tools, and cutting with scissors.</u>
Preschool	Teaching Strategies GOLD 3b: Solves problems 11a: Attends and engages 11b: Persists 1c: Takes care of own needs appropriately (4yr) 11d: Shows curiosity and motivation Head Start Early Learning Outcome Framework P-ATL 5 P-ATL 10 PA Early Learning Standards 16.2.PK.D 1.4.PK.X 16.11PK.C AL.2.PK.A 6.1.PK.D AL.1.PK.B	Teaching Strategies GOLD 2c: Interacts with peers 2d: Makes friends 3a: Balances needs and rights of self and others 3b: Solves social problems 2b: Responds to emotional cues Head Start Early Learning Outcome Framework P-SE 5 P-SE 6 PA Early Learning Standards AL.1.PK.C 16.1.PK.B 16.2.PK.D AL.4.PK.A	Teaching Strategies GOLD 9b: Speaks clearly 9c: Uses conventional grammar 19a: Writes name 19b: Writes to convey meaning Head Start Early Learning Outcome Framework P-LC 5 P-LIT 1 P-LIT 6 PA Early Learning Standards 1.5.PK.D 1.5.PK.G 1.4.PK.C 1.1.PK.C	Teaching Strategies GOLD 20a: Counts 20c: Connects numerals with their quantities 20b: Quantifies 13: Uses classification skills 22: Compares and measures Head Start Early Learning Outcome Framework P-MATH 3 P-MATH 5 P-MATH 6 P-SCI 6 PA Early Learning Standards 2.1.PK.A 2.1.PK.MP 2.4.PK.A	Teaching Strategies GOLD 4: Demonstrates traveling skills 5: Demonstrates balancing skills 7a: Uses fingers and hands 7b: Uses writing and drawing tools Head Start Early Learning Outcome Framework P-PMP 1 P-PMP 3 PA Early Learning Standards 10.4.PK.A 10.5.PK.C

Approaches to Learning: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking to solve problems.	P-ATL 5. Child demonstrates an increasing ability to control impulses.	Social-Emotional 3. Participates cooperatively and constructively in group situations b. Solves social problems
	PA Early Learning Standards 16.2.PK.D 1.4.PK.X 16.11PK.C	Cognitive 11. Demonstrates positive approaches to learning a. Attends and engages b. Persists

Teaching Practices

Interactions

- Offer new props or assume a role to help children engage in high-level imaginary play.
- Introduce and continue an ongoing story so children can practice using their working memory to recall the characters and their actions.

Environment

- Provide developmentally appropriate challenges so children can learn to persist and focus on achieving goals.
- Introduce group games and offer board games that allow children to master rules, wait for a turn, and try different options to succeed.

Individualization

- Notice and comment on a child's use of impulse control.
- Give children enough time to succeed at their own pace.

Effective Practices

- Play games, such as Simon Says or freeze dance, where children are challenged to control impulses and hold information in mind and use it to perform a task.³
- Praise children's attempts to regulate or control their impulses (e.g., "Jeremy, thank you for remembering to raise your hand so everyone gets a turn.").
- Use external aids to support children's attention and memory. For example:
 - Invite children to plan which learning center they will play in and give them a card with a picture of the learning center.
 - In buddy reading, you might pair one child who holds a card indicating they want to hear a story with a child who holds a card indicating that they would like to read a story.⁴
- Assist a frustrated child by providing just enough help (e.g., "You are working so hard on that puzzle! Would that piece fit if you turned it a little bit?").
- Use prompts to help children connect new concepts with what was learned previously (e.g., "Remember when ...," "Yesterday ...," and "What does this remind you of?").⁵
- Ask children to generate ideas and try them out (e.g., "How could we use these materials to build a birdhouse?").

Action Steps

Reflecting on and improving your skills and knowledge to support children's cognitive self-regulation skills is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

- Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Below are some practices that support preschooler's cognitive self-regulation skills.^{4,5,6,7}
 - Help children generate ideas for solving problems, express enthusiasm for the ideas, and encourage them to try solutions rather than telling them that an idea will not work.
 - Model persistence during a challenging task. Show the children that unsuccessful attempts help you learn what will work.
 - Use the following strategies to draw children's attention to learning objectives:
 - Advanced organizers (e.g., "Let's look through the pictures in this book before we read it to get an idea of what it's about")
 - Summaries (e.g., "Okay, we just talked about how pumpkins are a kind of squash—and that pumpkins are fruits, not vegetables!")
 - Reorientation statements (e.g., "I think we're getting a little off topic. Let's make sure we're thinking and talking about pumpkins—not about Halloween costumes.")
 - Keep focused on the learning objective when giving directions or asking questions.
 - Ask questions or add props (e.g., sea animals and plants to the water table) that support children's curiosity and reengage them when attention fades.
 - Give children your full attention and listen without becoming distracted.
 - Reduce stress in the learning environment by providing predictable routines, allowing children to know what to expect.
 - Allow time and space for practice.
 - Use games like Red Light/Green Light and Simon Says that require children to remember directions and then move their bodies.
- In home-based programs, consider identifying and including broader relationship-building practices such as those described in [Building Partnerships: Guide to Developing Relationships with Families](#)[PDF, 5.7MB].
- Create an action plan with timelines to help you use the practices consistently and effectively.

Approaches to Learning: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will demonstrate initiative, independence, interest and curiosity in interactions with others, and exploration of objects and people in their environment.	P-ATL 10. Child demonstrates initiative and independence.	Social-Emotional <ol style="list-style-type: none"> 1. Regulates own emotions and behaviors c. Takes care of own needs appropriately (4 year olds) Cognitive <ol style="list-style-type: none"> 11. Demonstrates positive approaches to learning <ol style="list-style-type: none"> a. Attends and engages d. Shows curiosity and motivation
	PA Early Learning Standards 16.2.PK.D 1.4.PK.X AL.1.PK.B	

Teaching Practices

Interactions

- Observe and wait before offering assistance so children can solve their own problems and decide for themselves whether to ask for help.
- Have teachers share what they are curious about and how they seek answers to their questions.

Environment

- Provide a safe environment so children can take safe risks and learn from them.
- Provide interesting objects to explore and tools for children to use in their explorations.

Individualization

- Ask open-ended questions that invite children to explain, elaborate, and share their thought process.
- Acknowledge, learn about, and build on a child's interests.

Effective Practices

Try the following practices with infants and toddlers and preschool-aged children. Find out how home visitors can put these practices to work with families’

- Pair a child who has difficulty making friends with a more skilled buddy to complete a fun activity together.
- Model ways a child can invite himself into a group. Join the play yourself with dialogue that shows how; for example, “That looks like fun. Shall we ask them if we can play, too?”
- Identify problems as you see them happening. Cue children by saying, “I see we have a problem. What should we do?”
- Use puppets and persona dolls to role-play common conflicts, asking children to describe how characters are feeling and how they might solve the problem.
- Create laminated books showing illustrated solutions to problems, such as trading, taking turns, and playing together. Have children refer to the book for solutions as needed.
- Create a “friendship can” that includes popsicle sticks with each child’s name or photo. Draw sticks to pair children for activities or classroom errands.

Action Steps

Reflecting on and improving your skills and knowledge to support children’s relationships with other children is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Here are some practices that help preschoolers develop healthy relationships with important adults in their lives:^{2, 3}

- Offer many chances for practicing social interaction and relationship skills (e.g., during activities and routines).
- Narrate for children what you see them doing and expressing, providing language to describe their thoughts and feelings and to clarify others’ feelings.
- Scaffold and guide children’s behavior by using positive, respectful phrasing and tone to prompt social problem-solving and to give brief instructions and reminders.
- Use the experiences and emotions of characters in children’s books and stories to illustrate social problem-solving, cooperative behavior, and other concepts.
- Intentionally teach social skills, friendship skills, and emotion regulation.
- Provide sincere, enthusiastic feedback to promote and maintain social interactions.
- Model phrases children can use to initiate and encourage interactions.
- Facilitate interactions by supporting and suggesting play ideas.
- In home-based programs, consider identifying and including broader relationship-building practices such as those described in [Building Partnerships: Guide to Developing Relationships with Families](#)[PDF, 5.7MB].
- Create an action plan with timelines to help you use the practices consistently and effectively.

Social Emotional: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will engage in and maintain positive peer relationships, interactions including cooperating, and resolving conflicts.	P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children	Social-Emotional 2. Established and sustains positive relationships c. Interacts with peers d. Makes friends 3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others d. Solves social problems
	PA Early Learning Standards AL.1.PK.C 16.1.PK.B 16.2.PK.D	

Teaching Practices

Interactions

- Read and discuss books, tell stories, and comment on what it means to be a friend.
- Remind children of the steps involved in using problem-solving to solve a problem.

Environment

- Provide duplicates of popular items and the equipment and materials needed so all children can take part.
- Lead games that teach children how to cooperate, take turns, and accomplish a shared goal.

Individualization

- Scaffold a child in learning how to establish and maintain friendships.
- Invite two children who rarely interact with each other to do a task together so they can get to know each other.

Effective Practices

Try the following practices with infants and toddlers and preschool-aged children. Find out how home visitors can put these practices to work with families’

- Pair a child who has difficulty making friends with a more skilled buddy to complete a fun activity together.
- Model ways a child can invite himself into a group. Join the play yourself with dialogue that shows how; for example, “That looks like fun. Shall we ask them if we can play, too?”
- Identify problems as you see them happening. Cue children by saying, “I see we have a problem. What should we do?”
- Use puppets and persona dolls to role-play common conflicts, asking children to describe how characters are feeling and how they might solve the problem.
- Create laminated books showing illustrated solutions to problems, such as trading, taking turns, and playing together. Have children refer to the book for solutions as needed.
- Create a “friendship can” that includes popsicle sticks with each child’s name or photo. Draw sticks to pair children for activities or classroom errands.

Action Steps

Reflecting on and improving your skills and knowledge to support children’s relationships with other children is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Here are some practices that support preschoolers’ emotional functioning:

- Offer many chances for practicing social interaction and relationship skills (e.g., during activities and routines).
- Narrate for children what you see them doing and expressing, providing language to describe their thoughts and feelings and to clarify others’ feelings.
- Scaffold and guide children’s behavior by using positive, respectful phrasing and tone to prompt social problem-solving and to give brief instructions and reminders.
- Use the experiences and emotions of characters in children’s books and stories to illustrate social problem-solving, cooperative behavior, and other concepts.
- Intentionally teach social skills, friendship skills, and emotion regulation.
- Provide sincere, enthusiastic feedback to promote and maintain social interactions.
- Model phrases children can use to initiate and encourage interactions.
- Facilitate interactions by supporting and suggesting play ideas.
- Create an action plan with timelines to help you use the practices consistently and effectively.

Social Emotional: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will appropriately express and respond to a broad range of emotions including concerns for others.	P-SE 6. Child expresses a broad range of emotions and recognizes these in self and others.	Social-Emotional 2. Establishes and sustains positive relationships b. Responds to emotional cues
	PA Early Learning Standards AL.4.PK.A	

Teaching Practices

Interactions

- Invite children to express their feelings and to consider what others might be feeling.
- Acknowledge and accept children's feelings while helping them express those feelings in appropriate ways.

Environment

- Provide a variety of materials and activities that allow for creative expression.
- Arrange the setting so children can save and protect projects they are still working on.

Individualization

- Hold private discussions with individual children to help them understand and cope with emotions.
- Ask a child to help a peer who needs assistance.

Effective Practices

Try the following practices with infants and toddlers and preschool-aged children. Find out how home visitors can put these practices to work with families'

- Pause before you react to an incident in the setting; for example, a disagreement over a turn on the slide. Ask the children who were involved how they feel about what has happened. This acknowledges children's feelings and also gives you a moment to figure out how you want to respond.
- Encourage children to notice each other's feelings and suggest ways to help. "Jared, can you slide a little this way? Samantha is building something with blocks and looks worried that it may get knocked over."
- Anticipate what might happen in a new situation and provide reassurance that will help children manage emotions. For example, "We have new supplies in the art center, and I know you will all want to try them out. Don't worry. Everyone will get a turn at some point during center time."

Action Steps

Reflecting on and improving your skills and knowledge to support children's relationships with other children is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Here are some practices that support preschoolers' emotional functioning:³

- Model behaviors and attitudes that are warm, respectful, and caring.
- Give full attention to a child who is communicating with you and show interest in the child's perspective.
- Show concern when a child is distressed, responding in helpful ways.
- Demonstrate acceptance of children's feelings.
- Label children's feelings and/or encourage them to label their own feelings.
- Help children understand the link between their actions (causes) and effects (consequences). For example, describe for a child what she did or said that caused another child's emotional or behavioral response or reaction (positive or negative). You may also describe the effects of a behavior on objects (e.g., throwing a toy in anger broke it and now it must be fixed or replaced).
- Prompt and guide desired behavior by suggesting specific actions that may help another child in distress, including actions that help other children engage in play.
- Acknowledge and express appreciation for children's empathetic responses by drawing their attention to ways their actions helped and providing them with a general principal they can remember in similar situations.
- Participate in and elaborate on children's pretend play that includes rescues and caring themes.
- Read and tell stories that include characters in distress as well as the caring responses of others.
- Encourage empathy and caring for the natural world, including plants and animals.
- Create an action plan with timelines to help you use the practices consistently and effectively.

Language and Literacy: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will express themselves in increasingly long, detailed and sophisticated ways that are clear and understandable.	P-LC 5. Child expresses self in increasingly long, detailed and sophisticated ways	Language 9. Uses language to express thoughts and needs b. Speaks clearly c. Uses conventional grammar
	PA Early Learning Standards 1.5.PK.D	

Teaching Practices

When talking or signing with children, use their home or tribal language if you are able. Use labels, signs, and posters in children's home and tribal languages, as appropriate.

Interactions

- Help children learn how to take turns expressing their ideas.
- Provide numerous opportunities for children to use language with adults and each other.

Environment

- Provide conversation starters such as interesting things to see, hear, and touch.
- Engage children in creating experience charts, illustrated with photos, so children can revisit and discuss experiences.

Individualization

- Provide augmentative and alternative communication tools, such as a communication board.
- Pair a child with strong expressive language skills with a child whose skills are less developed.

Effective Practices

Try the following practices with infants and toddlers and preschool-aged children. Use as much of the child's home or tribal language as possible. Find out how home visitors can put these practices to work with families.

- Build on children's interests by being "in the moment," modeling and encouraging children to take turns during conversations.
- Take children's questions seriously and let them contribute to new discoveries.
- Show children that their talk is valued by providing an explanation when children ask questions about what a word means and by building upon what children say.
- Use games that prompt children to talk and ask questions (e.g., hide a toy in a pillowcase and ask children to reach in without looking and describe what they touch).

Action Steps

Reflecting on and improving your skills and knowledge to support children's relationships with other children is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Here are some practices that support preschoolers' emotional functioning:³

- Ask many open-ended questions that invite children to put together language to communicate more complex ideas.
- Repeat or extend the children's responses often.
- Initiate conversations with children during the day. Actively listen, offer relevant responses, and ask related questions to keep the conversation going.
- Help children have conversations with each other (e.g., through scaffolding and modeling).
- Allow children to initiate questions and commentaries. Use extended sentences when responding.
- Use self-talk and parallel talk as ways to expand children's language.
- These practices may also be used to support DLLs in continuing to develop their home language and to acquire English. For more information, see:
 - The [Planned Language Approach: Big 5 for ALL](#) materials:
- Oral Language and Vocabulary
- Background Knowledge
 - [Specific Strategies to Support DLLs When Adults Do Not Speak Their Language](#)
- In home-based programs, consider identifying and including broader relationship-building practices such as those described in [Building Partnerships: Guide to Developing Relationships with Families](#)
 - Create an action plan with timelines to help you use the practices consistently and effectively.

Language and Literacy: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will identify and segment the sounds within words as separate from the word itself including rhyming and matching beginning sounds.	P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments.	Literacy 15. Demonstrates phonological awareness <ul style="list-style-type: none"> a. Notices and discriminates rhyme b. Notices and discriminates alliterations c. Notices and discriminates smaller and smaller units of sound (4 year olds)
	PA Early Learning Standards 1.1.PK.C	

Teaching Practices

To lead phonological awareness experiences, you need to know the sounds and sound combinations of a language very well. Only lead phonological awareness experiences in languages in which you are fluent.

Interactions

- Play games and sing songs throughout the day that build phonological awareness.
- Read aloud books and poetry that play with sounds and words.

Environment

- Set up a listening center with recordings of songs and books that include language play
- Provide puppets and props that go with rhyming and word play books to encourage children to revisit the books on their own.

Individualization

- Use children's names often and highlight the sounds found in them.
- Incorporate word play naturally when holding individual conversations with children.

Effective Practices

Try the following practices with infants and toddlers and preschool-aged children. Use as much of the child's home or tribal language as possible. Find out how home visitors can put these practices to work with families.

- Phonological awareness learning experiences support children in recognizing and distinguishing smaller segments of sound, as well as combining and separating sounds in preparation for reading. Focus on sounds rather than sound/print correspondence, and remember to keep it fun. Only lead phonological awareness experiences in languages in which you are fluent.
- Watch and listen for children's spontaneous play with sounds of language. Respond by encouraging and extending it. For example:
 - When a child taps two blocks together while vocalizing, "bam, bam, boom, boom," join in by tapping two blocks while saying, "zam, zam, zoom zoom." Extend the play by asking, "What other sounds can you tap?"
- Similarities between phonemes (individual sounds) in English and children's home languages can be used as a foundation for building phonological awareness (e.g., if the child's home language has some of the same phonemes as English, start using them for rhymes or beginning sound learning experiences as they are sounds with which children are already familiar).
- Offer opportunities that involve rhymes. For example:
 - Sing rhyming songs and play rhyming games.
 - Encourage children to make up their own rhymes.
- Play word-combining games to make compound words like raincoat and sunshine. Use photos or pictures for visual cues and to make the games hands-on for children.
- Clap the syllables in a child's name to identify them during transitions (e.g., Me-lin-da, Char-lie, Gi-o-van-na) or in a sentence (e.g., "We are going outside (six claps)").

Action Steps

Reflecting on and improving your skills and knowledge to support children's relationships with other children is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Here are some practices that support preschoolers' emotional functioning:³

- Lead language games that assist children in developing phonological awareness (e.g., compound words, syllables, beginning sounds, rhyming words, blending units of sound into words). Model and explain as needed.
- Use similarities between phonemes (individual sounds) in English and children's home languages for phonological awareness learning experiences.
- Sing songs and read books and poems aloud that help children develop phonological awareness. Identify the rhymes in songs, books, and poems.
- Play with sounds by adding new verses to a familiar song, chant, or rhyme.
- Use phonological awareness experiences for transitions (e.g., send children whose names begin with /s/ to wash their hands).
- Discuss rhyming words and words that begin with the same sound.
- These practices may also be used to support DLLs in continuing to develop their home language and to acquire English. For more information, see:
 - The [Planned Language Approach: Big 5 for ALL](#) materials:
- Oral Language and Vocabulary
- Background Knowledge
 - [Specific Strategies to Support DLLs When Adults Do Not Speak Their Language](#)
 - Create an action plan with timelines to help you use the practices consistently and effectively.

Language and Literacy: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will write for a variety of purposes using increasingly sophisticated marks.	P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.	Literacy 19. Demonstrates emergent writing skills a. Writes name b. Writes to convey meaning
	PA Early Learning Standards 1.4.PK.B	

Teaching Practices

Interactions

- Point out and name letters in the environment; associate correct letter sounds with known words.
- Lead children in writing about a shared experience; demonstrate functions and conventions of print while writing.

Environment

- Offer alphabet props, games, puzzles, stamps, charts, and books that encourage children to learn the alphabet in English, and for dual language learners, in their home languages.
 - Some children's home languages use non-alphabetic writing, such as Chinese, and others' may not have a written form. These children would not be expected to identify letters of the alphabet or produce corresponding sounds in their home language.¹
- Provide a variety of paper and writing tools children can use in their play scenarios and for other writing purposes.

Individualization

- Learn and use the words for letters of the alphabet, and corresponding examples, in the children's home languages as well as in English.
- Encourage children to write or dictate stories or explanations to go with their work.

Print and Alphabet Knowledge Effective Practices

Try the following practices with infants and toddlers and preschool-aged children. Use as much of the child's home or tribal language as possible. Find out how home visitors can put these practices to work with families.

- Draw children's attention to different features of print in books and other materials in the environment (e.g., in English and many other languages, print is read from left to right and top to bottom; picture books have a front and back cover, title, author, and illustrator).
- Provide different kinds of print in the environment (e.g., menus, brochures, magazines, bus or train schedules), and in children's home or tribal language when available. Explain what they are for, how they are read, and how they are used. Read a variety of alphabet books, like those with connected text and those with only a letter and several pictures on each page. Bring key features of the books to the children's attention (e.g., a letter on each page and pictures of those things whose names begin with that letter).
- Use printed names to label children's cubbies, cots, or other personal items such as backpacks or water bottles. Add photos to support children who are just starting to notice printed materials.
- Use children's printed names during transitions and other learning experiences to name letters and sounds and point out interesting things about letter-sound relationships. For example:
 - Some letters can stand for more than one sound, and letter names in one language may sound different than the same letters in another language (e.g., the letter /r/ in English is pronounced like the word "are," and the letter /r/ in Spanish is pronounced "eh-rray," with a trilled /r/ sound).
- Name letters and sounds and point out interesting things about letter-sound relationships in other written words that are meaningful to children (e.g., mommy, papa, abuela, names of siblings and pets, print on food boxes, words in favorite books).

Action Steps

Reflecting on and improving your skills and knowledge to support children's relationships with other children is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Here are some practices that support preschoolers' emotional functioning:

- Use children's printed names as labels and to support routines.
- Focus on letters and letter sounds in alphabet books and posters.
- Use activities and games to interest children in letter matching and naming (e.g., playing letter bingo in small groups).
- Use everyday opportunities to model attending to print details in words; for example:
- Gesture specifically to print in book and poem title
- Show that print in English and many other languages is read left to right and from top to bottom
- Identify book parts and features such as the front and back covers, title, author, and illustrator
 - Read books with predictable patterns and include them in the library and listening areas.
- These practices may also be used to support DLLs in continuing to develop their home language and to acquire English. For more information, see:
 - The [Planned Language Approach: Big 5 for ALL](#) materials:
- Oral Language and Vocabulary
- Background Knowledge
 - [Specific Strategies to Support DLLs When Adults Do Not Speak Their Language](#)

Cognition: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will demonstrate understanding of the relationship between number names and quantities.	P-MATH 3. Child understands the relationship between numbers and quantities.	Mathematics 20. Uses number concepts and operations a. Counts
	PA Early Learning Standards 2.1.PK.A 2.4.PK.A	
Children will associate a quantity with written numbers up to 5 and will begin to write numbers.	P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	Mathematics 20. Uses number concepts and operations c. Connects numerals with their quantities
	PA Early Learning Standards 2.1.PK.A	

Teaching Practices

Interactions

- Lead small group activities and discussions focused on counting and cardinality.
- Ask questions that invite children to make predictions.

Environment

- Include materials in every learning center that encourage children to count and to write numbers.
- Offer a wide range of materials that children can use to compare quantities.

Individualization

- Ask open-ended questions to better understand a child's mathematical thinking.
- Use teachable moments as opportunities to build counting skills and understanding of cardinality.

Effective Practices

Try the following practices with infants and toddlers and preschool-aged children. Use as much of the child's home or tribal language as possible. Find out how home visitors can put these practices to work with families.

- Offer to take dictation to provide captions for children's art or describe what's happening in a photo.
- Offer opportunities for children to draw pictures.
 - Drawing strengthens the fine motor skills needed to produce letter-like forms. It is also a way for children to be intentional in making meaning.
- Help emergent writers form words by demonstrating on a separate piece of paper, segmenting the sounds, and discussing the letters needed.
- Offer ways for children to write with their fingers (e.g., with finger paint or trays of sand) or use "found" objects such as sticks to write in sand or dirt.
- Provide materials for children to create print props for play (e.g., a sign for a pretend lemonade stand or roadside restaurant).
- Encourage children to write their names during everyday routines and play (e.g., when entering or leaving the setting, on their paintings and drawings).
- Model writing and explain what you are writing and why.
- Provide a variety of tools to write with and materials to write on, as well as opportunities to write for a purpose (e.g., make a shopping list, create a card to send to someone).
- Encourage children to explore, practice, and enjoy their writing experiences.
- Express appreciation for children's attempts at writing.

Action Steps

Reflecting on and improving your skills and knowledge to support children's relationships with other children is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Here are some practices that support preschoolers' emotional functioning:

- Ask questions that encourage purposeful counting and comparing quantities of objects.
- Expose children to quantities represented in different forms; for example, three:
 - Objects, Fingers, A pictograph, Numeral (3), Tally marks, A pattern of dots
- Provide ongoing informal experiences with environmental print to expose children to the link between number symbols and their different meanings; for example, the numeral five:
 - Next to a picture of five apples, On a book page, In labels on houses and buses, On license plates
- Support children's ability to count by:
 - Providing lots of objects to count, Starting with small sets of objects, Beginning with objects arranged linearly, Modeling counting (e.g., pointing to, touching, or moving each object aside as it is counted)
- Encouraging children to correct themselves when they make a mistake counting (e.g., "Let's count again. One, two ...")
 - Have children practice one-to-one correspondence within the context of daily routines (e.g., placing one shovel in each bucket, giving one paper to every child, or distributing dishes or napkins to each person at the table).
 - Observe and listen to children's counting so you can plan to scaffold their development with individualized activities and learning experiences.

Cognition: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will demonstrate understanding of mathematical operations including additional and subtraction.	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	Mathematics 20. Uses number concepts and operations b. Quantifies
	PA Early Learning Standards 2.2.PK.A.1	

Teaching Practices

Interactions

- Play games that involve adding to and taking away from.
- Lead activities that allow children to make patterns.

Environment

- Include materials throughout the setting that encourage children to add and take away.
- Offer a wide range of materials that children can use to make patterns.

Individualization

- Include materials throughout the setting that encourage children to add and take away.
- Offer a wide range of materials that children can use to make patterns.

Effective Practices

Try the following practices with infants and toddlers and preschool-aged children. Use as much of the child's home or tribal language as possible. Find out how home visitors can put these practices to work with families.

- Allow children to solve everyday problems. Ask open-ended questions that will prompt them to try different strategies (e.g., what to do at snack time when there are not enough cups at one table and not enough snacks at another table, how to carry a heavy object together, or what happens when you mix two colors).³
- Plan indoor and outdoor activities that help children use the scientific method to observe, make predictions, and test those predictions, such as growing plants.⁴ Scaffold children's abilities to make predictions. For example, explain what a prediction is (a guess about what is going to happen). Encourage children to first predict and then check to see if what they predicted happened. Prompt predictions by asking questions and letting children know predictions do not have to be right. Encourage children to make multiple or alternate predictions or compare children's predictions. Record children's predictions.⁵
- Chart children's descriptions of the process they followed (e.g., the question they investigated—do plants grow higher in the dark or in sunlight? their predictions; how they planted and watered seeds; how they measured the plants) as well as the results (e.g., how tall the plants were each day, which plants were tallest at the end).⁶ Demonstrate different ways to chart results and encourage children to record their own results.
- Help children analyze their results and draw conclusions. Ask questions to help children think about what happened and why they think it happened.
 - For example, if children predicted that plants would grow higher in the dark than in sunlight, encourage them to look at the results (plants grew higher in sunlight) and offer ideas for what made the difference, given that all the plants received the same amount of watering.
- Promote the use of scientific tools such as magnifiers and measuring instruments, to extend children's investigations. Make sure tools are available and in good working order, and that children know what they are used for and how to use them.⁷

Action Steps

Reflecting on and improving your skills and knowledge to support children's relationships with other children is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Here are some practices that support preschoolers' emotional functioning:

- Engage preschool children in conversations about patterns; for example:
 - Say patterns aloud as a group to build the rhythm of repetition
 - Ask questions like "What would come next?" and "What happens over and over again?"
- Help children describe patterns and use descriptive words
 - Point out patterns in the environment.
 - Use everyday interactions and routines to illustrate and discuss addition and subtraction transformations (e.g., You have three stickers. If I give you two more, how many stickers would you have altogether?).
 - o Promote the use of comparison terms (e.g., more, same as, fewer, less) through everyday interactions.
 - o Use daily routines, such as checking attendance during morning circle time, to introduce and practice mathematical concepts and skills, illustrating part-whole relationships by counting, doing arithmetic, and comparing quantities.

Cognition: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will analyze and interpret data, draw conclusions and communicate results.	P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	Cognitive 13. Uses classification skills Mathematics 22. Compares and measures
	PA Early Learning Standards 2.4.PK.A 2.4.PK.MP	

Teaching Practices

Interactions

- Introduce vocabulary used to describe scientific processes and discoveries.
- Encourage children to use their senses to observe, compare, and categorize their discoveries.

Environment

- Include materials throughout the setting that encourage children to add and take away.
- Offer a wide range of materials that children can use to make patterns.

Individualization

- Share books, teach related vocabulary, and provide information and materials to help a child further explore an interest.
- Follow a child's lead and offer plenty of time for exploring and discovering.

Effective Practices

Try the following practices with infants and toddlers and preschool-aged children. Use as much of the child's home or tribal language as possible. Find out how home visitors can put these practices to work with families.

Facilitate and scaffold children's observation skills. Introduce the observation process using simple, familiar objects and encourage children to hold and touch the objects and use all their senses to note specific details. Invite children to describe their observations and ask questions to guide their observations (e.g., "What do you notice about...?" What does it look like, feel like, sound like, smell like?").

- Go on a nature walk or visit another part of your setting (e.g., front office in a center, kitchen in family child care home, gym in a school-based program). Give children paper and a writing tool so they can draw what they see and hear. Encourage them to explore the environment using their senses. When you and the children get back, create a group list of sights, sounds, smells, and more.
- Use science vocabulary, like observe, predict, question, investigate, compare, and classify, when describing objects, materials, organisms, and events in your setting. Encourage and scaffold children in using these words as they explore and discover.
- Provide a variety of objects to sort and engage children in conversations about sorting and classifying. Ask open-ended questions, help children label the groups and verbalize their criteria for sorting, and encourage them to come up with their own criteria for sorting.
- Include science materials (e.g., building sets, pulleys, wheels, levers, ramps, tubes, funnels, sifters, magnets, magnifying glasses, balance scales, seeds, soil, rocks, shells) in different parts of your environment (e.g., dramatic play, blocks, manipulatives, sensory table, art, music/movement, books/writing, science/discovery, outdoors). Choose materials that are open-ended and encourage children to explore.
- Include books with science-related content. For example, nonfiction informational books about things and events in the world, such as insects, animals, seeds, the seasons, fruits and vegetables, or the human body, provide resources for children's investigations through pictures and descriptions, and enrich children's knowledge about their world.

Action Steps

Reflecting on and improving your skills and knowledge to support children's relationships with other children is important work. Here are some ideas you can try with your coach or supervisor to build your teaching practices in this area:

Planning Goals and Action Steps

Work with your coach or supervisor to identify the teaching practices you want to build and strengthen. Here are some practices that support preschoolers' emotional functioning:

- Use strategies that get children thinking about the how and why of learning rather than simply encouraging memorization of isolated facts.
- Model being a researcher and join children in exploring their world.
- Use scientific inquiry vocabulary in context, such as observe, explore, investigate, predict, compare, classify, and measure.
- Use accurate scientific content words when supporting children's observations and investigations into specific observable phenomena (e.g., attract, repel, magnetic, and non-magnetic when exploring magnets).
- Ask open-ended questions that encourage children to think and talk about what they observe, and provide indoor and outdoor activities that are open-ended, interesting, and engaging for children and adults.
- Promote children's analysis and reasoning skills by focusing on problem-solving, experimenting and predicting, comparing and classifying, and evaluating and summarizing.
- Create a physical environment that supports children's curiosity and exploration by providing a wide variety of tools, materials, and objects to explore, compare, and categorize.
- Demonstrate appropriate use of scientific tools, such as a balance scale, ruler, and measuring cup.
- Model respect for nature.

Perceptual Motor and Physical Development: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will demonstrate increasing control of large muscles for movement, navigation and balance.	P-PMP 1. Child demonstrates increasing control, strength, and coordination of large muscles.	Physical 4. Demonstrates traveling skills 5. Demonstrates balancing skills
	PA Early Learning Standards 10.4.PK.A	

Developmental Progression Indicators		
36 to 48 Months	48 to 60 Months	By 60 Months
<ul style="list-style-type: none"> Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods. 	<ul style="list-style-type: none"> Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time. 	<ul style="list-style-type: none"> Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg. Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music. Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.

Perceptual Motor and Physical Development: Preschool

Goal	Head Start Early Learning Outcomes Framework Goal	Teaching Strategies GOLD
Children will demonstrate use of small muscles for purposes such as self-care, writing, manipulation of tools and cutting with scissors.	P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	Physical 7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands b. Uses writing and drawing tools
	PA Early Learning Standards 10.5.PK.C	

Developmental Progression Indicators		
36 to 48 Months	48 to 60 Months	By 60 Months
<ul style="list-style-type: none"> Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks. 	<ul style="list-style-type: none"> Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control. 	<ul style="list-style-type: none"> Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.