



FunShine
Express[®]
Early Learning Curricula

Program Overview



Find more at:



funshineexpress.com
funshineonline.com
1.800.340.8103

2018
2019

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Hello,

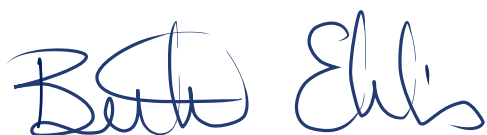
Thank you for choosing FunShine Express for your early learning curricula! We work hard to bring you the best in printed and digital curricula and we hope this Program Overview book and associated online materials give you even more insight and support to successfully educate the next generation.

In 1995, I was a childcare provider in North Dakota looking for quality curriculum to use with the children in my home daycare. I began creating my own curriculum and materials, and with the help of my mom and sister, FunShine Express was born. Providing printed curriculum guides, along with kits of materials needed for art projects and different activities, our company grew in sales to other home daycare providers needing quality, hands-on materials for their children without the hours of planning involved. Since 1995, our company has grown to serve thousands of children on a daily basis.

In 2012, we began exploring the option of offering digital curriculum, and in 2013, a new way to access FunShine Express activities was created – FunShine Online. FunShine Online offers a searchable database with instant access to thousands of activities organized into dozens of themes. These activities are the same exceptional, research-based curricula being offered in print, only now they are available online.

We have since developed the FunShine Assessment Program and connected our curricula with a parent communication digital tool. We are excited about what the future holds for FunShine and we are glad you have decided to join us on this journey!

Thank you for all you do as educators!



Beth Ehlis

Founder and Owner, FunShine Express

About FunShine Express

Our Guiding Principles, Educational Philosophy, and Research Base

Research shows that relationships play a critical role in the brain development of infants and toddlers. We incorporate activities to help adults build strong relationships by paying attention to children's feelings, interests, and needs. Active learning and choice are encouraged so that infants and toddlers can grow and develop in a loving environment.

As toddlers transition to preschool age, they learn more by doing, and they need many opportunities to explore, grow, and make meaningful choices. Our activities foster creativity and promote emotional, cognitive, social, language, and physical development. Developmentally appropriate activities build self-esteem and intrinsic motivation for learning.

The activities in our curricula are designed to help you address each child socially, physically, emotionally, and cognitively. Our curricula stimulate thinking, reasoning, decision-making, and problem-solving. The curricula are designed to be flexible, giving you the opportunity to pick and choose from our activities to meet the individual needs of the children in your group.

Based on current early learning research, the materials we suggest in our curricula actively engage children and support differences in learning styles, maturity, and interests. This guarantees that our curricula have the depth to meet educational standards being implemented throughout the United States and Canada. For more information about our educational philosophy and research base, please visit www.funshineexpress.com/theory-resources on our website.

Program Goals

- The curricula will be based on current research and sound educational theories of early childhood learning and development.
- Activities will promote strong relationships between children and the adults who care for them.
- We will provide a wide range of hands-on, interactive materials allowing children to experiment, explore, and make choices while interacting with their surroundings.
- The program will encourage involvement of family members and naturally incorporate cultural diversity into each child's learning.
- All activities will be aligned with our Early Learning and Development Continuum.

Our Curriculum

- **Emphasizes safety.** Note that some of our activities may present safety issues. Before beginning the activities, ask families' permission and inquire about food allergies and religious, cultural, or other restrictions. You choose only the activities that are appropriate for the children in your group, and supervision is a requirement.
- **Provides consistency** and a predictable routine, which is comforting to children. Children are relaxed and ready to learn when they can anticipate what is happening next. As children move through developmental milestones, they will need to practice skills at which they are successful. The skill levels will vary greatly with any group of children, even those who are the same chronological age. Only you know how long to stick with an activity for the benefit of the children in your care. Activities may change or be repeated. You may spend fewer or more minutes on a specific activity; the suggested daily/weekly routines are a guide.
- **Includes open-ended activities** and materials that build a learning community in your program. When materials can be used in a variety of ways, more children benefit. Activities that allow for multi-ages and multi-skill levels will include more children. Older children or those with more advanced skills will be models for younger children or those who have not yet attained the skill. Activities in this curriculum encourage children to work together, share, and be successful at their individual skill level.
- **Promotes multi-sensory experiences.** Many opportunities are included in our activities that allow children to learn through touch, smell, taste, vision, and hearing. We know that children learn best when information is provided through all the senses. Inquire with families about scent, plant, or animal sensitivities and/or allergies the children may have before beginning any new activities.
- **Invites exploration and discovery.** The activities in our curricula include open-ended questions to promote language development, thinking, and problem solving. When you model curiosity and wonder and encourage divergent thinking, you will be helping children reach new levels of development and deeper understanding of concepts.

About FunShine Express

Professional Development

- The best way to have a successful start using FunShine curricula is to attend one of our Implementation Training sessions. Whether you are using Buttercups for infants/toddlers, Fireflies for three to five-year-olds, or FunShine Online for birth to five, we have your training needs covered.
- We offer free implementation training throughout the year for Buttercups, Fireflies, and FunShine Online. We also record these sessions and make them available to view anytime on our website. In addition to implementation training, we also offer training to use our FunShine Assessment Program, as well as other topics.

One mission of our company is to support you as an early childcare professional as you teach and care for children, and we believe assisting you with ongoing education is important to the quality of care children receive. Please feel free to contact us with your training needs. Topics offered by FunShine Express for the professional development of early childhood professionals can be tailored to meet the needs of larger groups. Please see www.funshineexpress.com/training for more information.

The Three Performance Guarantees

We promise to:



1. Save you one hour per day prep time!

Use our preplanned kits or FunShine Online to save at least one hour per day prep time per teacher. Lower your teaching and material costs. Spend more time with children and your own family. We will show you how!



2. Align FunShine curricula to your state standards!

We guarantee alignment to your early education requirements. Plus, we'll help you work through the details of meeting these requirements. Check out the U.S. map on our homepage and click your state, or call us with questions.



3. Offer support and training you need!

We offer convenient access to live and online implementation training to teach you how to save one hour per day, grow your business, and enhance children's performance. Special topics are offered upon request and throughout the year by our skilled, professional trainers!

Working with Young Children

Developing Relationships: Interpreting Infant and Toddler Cues

Even though infants and toddlers may not yet be communicating with words or may have very limited vocabularies, their behaviors, facial expressions, body language, and sounds tell us plenty. They will let you know when they are hungry, sleepy, overstimulated, or ready for interaction. They will let you know if their diapers need changing or if they are uncomfortable. Remember that each infant has a personal way of communicating. No two are alike!

The challenge is to interpret the signals and respond appropriately. At first, an infant's cues may not be interpreted accurately. For example, a caregiver may try to feed a fussy infant who actually just needs to be held and comforted. Don't get discouraged! Give yourself time! Every response by the caregiver, even if it is not the right one, sends a message to the infant that cues are effective in getting what is needed. At the same time, the infant learns which cues work or do not work.

Research has shown the way caregivers respond to infants and toddlers has a correlation to the amount of stress the children experience. If there is no response to their cues, the infants/toddlers show signs of stress. It is important to respond quickly so children feels secure and supported.

Attachment and Primary Caregiver Relationships

Research tells us that every aspect of development in early childhood is impacted by nurturing and caring relationships. Children need to know that you are a primary source of support when their parents are away. Your interactions with each child and your attention to his or her needs will help each child feel safe and secure. If there is more than one adult per group of children, divide the children and assign a primary caregiver to each group. Assigning a primary caregiver makes it easier to build a bond and a relationship with each child.

The key to effective caregiving is a good relationship. When you respond to each child's needs consistently, promptly, and lovingly, you gain trust and lay the foundation for a caring relationship. The following tips will help you build strong relationships with the infants and toddlers in your care:

Infants and Toddlers

- **Be dependable.** Let the children know they can count on you. Keep your promises. Attend to children's needs (diapering, feeding, etc.) in a timely manner. When you respond as quickly as you are able, children will learn that you will not keep them waiting. They will not have to guess if you will be there for them, creating security and trust.
- **Look, listen, and respond.** Give a child your full attention. Sometimes children just need to check in with you visually. Smile, wink, or just watch so children knows they are important to you and everything is okay.
- **Use caring words and a gentle tone.** Even infants are sensitive to the tone of voices. You must model the volume and type of words you wish children to use. Be mindful of your attitude, disposition, and how you communicate to children. They will follow your lead.
- **Adapt daily routines to meet individual needs.** Be respectful. Offer a bottle to an infant who is hungry, even if it is not a scheduled meal or snack time. Allow a toddler time to finish looking at a book before a diaper change. Think to yourself, how would I treat my best friend? Ask children if they are ready before a transition or remind them of what is happening next. Infants set their own schedules for feeding, diapering, and sleeping. Toddlers need a routine with flexibility to ensure they receive enough attention and timely nutrition, sleep, and attention to diapering.
- **Be consistent and responsive.** Attending to a child's physical and emotional needs builds their sense of security. For example, respond promptly to a child who is crying. Ask, even the infant, what is the matter? How can I help you? You will learn the meaning of individual infant and toddler cries and needs over time. However, treat every circumstance with respect.
- **Respect individual differences.** Accept others who have different abilities, cultures, ethnicity, family structure, socioeconomic resources, and values. If you do not understand a process, practice or tradition, ask the parent/guardian about it. Do not go against a parental wish of diet, toileting, sleeping, or playing preferences. If needed, set aside a conference time to discuss these issues with parents/guardians. Do not assume anything. It is best to ask for clarification and resolve any differences you may have with the parents as soon as possible. It is your responsibility to learn about the family culture and develop a plan, with the family, which will allow the maximum growth and development of their child in a loving, nurturing environment.

Working with Young Children

Managing Behavior and Social Climate: Caregiver Tips

Behavior is a means of communication: When infants/toddlers exhibit challenging behaviors, they are trying to communicate. They are trying to tell us about an object, a person, or an activity they want or do not want. Our job is to figure out what they are trying to communicate and help them find a better way. There are simple common-sense strategies that can be used to effectively guide the behavior of young children and promote a positive social climate.

Arching back, kicking, waving arms, irritable: The infant/toddler may be overstimulated. Place the child on your lap and rub his back to calm him. Focus on sensory input that is occurring in your environment. Consider removing hanging objects of very bright colors or patterns that may be adding too much visual stimulation. Evaluate your noise level, and the smells and textures in your environment. Check the child's temperature. Is he cold? Is he wrapped or dressed too warmly? Does the child appear to be in pain? Do a quick overall check for insect bites, bruises, or other injuries, or allergic reactions.

Biting: Consider the following – Provide clean and safe mouthing objects by rotating and cleaning toys, and keep teething toys in every room; serve small bits of frozen vegetables from the freezer to your teething toddlers; give lots of attention throughout the day; model other ways to get attention; reinforce positive social behavior; reassure the child that he is safe; offer numerous toys of the same kind; try to catch frustration before it rises too high; stay close to chronic biters. When a child bites another child, say to the child, "Biting hurts," and allow the child to see you comfort the hurt child. Never bite a child to show how it feels to be bitten.

Chewing fingers, rooting/moving mouth, fussy: The infant may be hungry or teething. Make eye contact with him during feeding. Provide teething rings that are cooled and placed within easy reach for you to give children when they are needed.

Climbing on tables: Provide age-appropriate climbing equipment. Model ways for the children to ask for objects that are out of reach. Say "no" sparingly, redirect instead. Save "no" for dangerous situations so it will be more effective. Remind children when necessary that "feet stay on the floor."

Clinging/crying: Show empathy and acknowledge the child's feelings. Use words to name the feeling. For example, "I see you are sad." Offer access to your lap. Reassure the child that he is okay and that you will help him. Interact with the child. Make eye contact, address him by name, sing, smile, coo, and laugh. Include an object you know the child is fond of or brought from home to help in times of crisis or transition. Encourage families to leave photos of themselves with you to display. Visit the photos during stressful times. Allow children to carry the photo if that reassures them.

Infants and Toddlers

Kicking toys or other children: Play games that require marching and stomping. Offer balls to kick for outdoor play and clearly express that it is not acceptable to kick others. Help supply language to children who are kicking for attention or to resolve conflict. Remind children to use their words to get help and model sign language when appropriate. Show children alternative ways to play with toys rather than kicking them.

Pinching: Through observation, try to figure out why the child is pinching. Is it for attention, experimentation, or in defense of themselves? Demonstrate using gentle hands and soft strokes. Even though she will not understand completely, explain that pinching hurts. Never pinch a child to show how it feels to be pinched. Offer more fine motor activities that require the pinching grasp.

Pulling hair: Model gentle touching using dolls or stuffed animals. Use words to help the child connect with other children. Say, "That hurts," when he pulls your hair. Never pull hair to show how it feels to for hair to be pulled.

Rubbing eyes/ears, fussy: The infant/toddler may be tired. If he rubs his eyes or ears often, inform the parent or guardian. Watch for other symptoms of illness. Occasionally check if the infant/toddler can hear sounds in your environment.

Running indoors: Designate a safe place to run outdoors. Encourage marching or hopping indoors instead of running. Plan and use an indoor obstacle course that includes crawling, stepping over, going around, going under, etc. Emphasize the concepts/words as the children complete each task. Remind the children when necessary to "use their walking feet."

Throwing heavy toys: Offer soft things to throw indoors into buckets, waste-baskets or other containers. Draw a circle, rectangle, or triangle with tape on a carpet or area rug to use as a target. Use simple, clear language to communicate limits about what can be thrown. Offer a variety of balls for outdoor play. Model appropriate tossing of beanbags, balls, and pillows at the targets. Emphasize how you are holding the item, aiming, and tossing.

Whining: Provide words to communicate in a quiet, calm voice. Repeat what the child is saying and encourage him to say it as you do. Give the child your full attention to figure out what he really needs. Help the child get engaged in an activity that interests him.

Working with Young Children

Managing Behavior and Social Climate

Establish expectations: Rules that are fair and consistently enforced, along with familiar routines, help children know what to expect and to understand their limits. Following the same routine each day and telling children in advance when there will be a change may help reduce anxiety. Experiment with your daily routine until you find one that is easy to follow and meets the needs of your group. See **Planning Your Environment and Scheduling** (starting on page 30) for suggestions.

- Consistency counts. Be clear in stating the expectations and consequences of children's behavior. Set guidelines and limits and stick to them.
- Observe children carefully as they are engaging in activities. Anticipate and act upon inappropriate behavior by redirecting a child to another activity or area before her behavior escalates. If there are too many children in one area at once and you anticipate problems arising, consider offering a new activity in a different part of the room to disperse the children and eliminate crowding. Introduce new activities or toys if it appears that children are becoming bored. Offering new toys and activities frequently may help alleviate inappropriate behaviors.
- Keep wait time to a minimum. Expecting young children to wait while having nothing to do can often lead to misbehavior. Consider singing songs, playing games, or giving the children something to do while they are waiting to reduce inappropriate behaviors such as pushing in line, running, and bothering friends. Try to keep transitions short and fun to alleviate wait time.
- When a child is misbehaving, try to ignore the inappropriate behavior if possible, and help focus his attention elsewhere. When the inappropriate behavior stops, be sure to give him positive attention right away, telling him what he is doing well.

Make sure activities are age-appropriate: Provide opportunities for children to engage in age-appropriate activities that are not too difficult. When children are asked to do tasks that are too lengthy or difficult, they often get frustrated which may lead to inappropriate behaviors. Consider modifying activities for children who may get frustrated easily or have a short attention span.

Preschoolers

Reinforce positive behavior: Use gentle reminders when explaining your expectations and redirecting children to more appropriate behavior. Teach conflict resolution techniques that guide children to identify problems and attempt to resolve them in a positive manner. Reinforce positive behavior often throughout the day. Praise children for their effort to improve behavior and make good choices.

Structure the environment for success: Room arrangement plays a large role in eliminating potential problems such as running, overcrowding, space issues, and the noise level in the room. If the room arrangement is not working for your group, consider experimenting with the layout until you find an arrangement that works well. See **Planning Your Environment and Scheduling** (starting on page 30) for suggestions.

Allow children to...

- Make acceptable choices. Give children the opportunity to make choices throughout the day to reduce frustration and build independence and self-esteem. Offering choices may help children feel empowered, leading to less frustration and inappropriate behaviors. Be sure to see the Center Activities ideas provided at the beginning of each monthly guide.
- Experience logical consequences. Remind children of limits and consequences in positive ways. When misbehavior occurs, deal with the behavior quickly in a firm, assertive manner. Be consistent with your reaction to misbehavior from day to day. Use time-out as a last resort to help the child regain control of her behavior.



Working with Young Children

Providing Constructive Feedback

When in a learning environment, we all want to know that we are doing well and learning what we are supposed to learn. In school, we received this positive feedback in the form of grades and comments from the teacher. Young children in an early learning setting are no different.

There are a few things to keep in mind when giving constructive feedback. Your feedback should be *immediate*. When you see a child being successful, or not, your feedback should happen right away. Feedback should also be *specific*. When we say, "That was good!", we are not telling the child what was good. An example of specific feedback would be, "Great job picking up the blocks and putting them away where they go, Karli!" Good feedback should also be *constructive*, meaning it helps the child grow. Perhaps you are working on one-to-one correspondence and you ask children to count out five blocks and stack them in a tower. One child builds a tower with eight blocks. An example of constructive feedback would be, "Karli, you built a nice tower. Did you use the right number of blocks to build it? Remember, you want to build a tower with five blocks. Let's count together and see how many you used." Constructive feedback can also *guide children* on their learning journey. In the example above, you could provide less intervention by saying, "Wow, you're so close. Can you count the blocks again and be sure there are five blocks in your tower, Karli?"

Providing quick positive feedback helps children know exactly what they are doing well, and supports and redirects them in tasks that were not completed exactly right. Constructive feedback builds a child's confidence and does not discourage him.

Fostering Intrinsic Motivation in Children

Children are born naturally curious about the world and are motivated to explore their surroundings. As children grow in their abilities, their experiences in your setting will play a huge role in their motivation to learn and discover in later years. It is important to provide a variety of activities that interest children and motivate them to explore independently. As children grow in independence, they grow in confidence in their abilities and will be intrinsically motivated to continue learning. Using individualized instruction techniques, such as scaffolding, can help a child continue to feel successful without the apparent need for outside help or assurance. The bottom line is we want all children to come to school excited about what they will learn and be intrinsically motivated to do so. To learn more about scaffolding, see **Individualizing Instruction** on page 48.

Supporting Language and Literacy through Play and Conversations

We know that strong language skills and a love of literacy enhance almost every single learning domain for children. With language and literacy expectations for children entering Kindergarten higher than ever, we are here to help.

The foundation of language and literacy is oral language. Providing language-rich experiences where children encounter more sophisticated vocabulary will help develop a child's understanding of language and ability to learn and use new vocabulary. These experiences can be provided by simply talking to a child about his day, describing what you see out the window, or even describing what you are doing while making a snack or lunch. Sharing picture books and talking about the text and pictures as you read supports the development of oral language and a child's ability to comprehend what is heard.

The activities in FunShine curricula are written to help you foster language and literacy development, many with provided prompts and questions to ask. However, language and literacy development takes place all throughout the day with every activity, conversation, game, etc. a child encounters. The ideas provided in FunShine activities are written to get you started. Then you can incorporate some of the following ideas to help language and literacy development continue to grow.

Following are additional ways you can foster language and literacy development throughout your day, organized by activity type. This is not an extensive list, but it should help you become more aware of opportunities to help children develop language and literacy. Don't forget to enlist the help of parents and families to help build language and literacy skills.

Working with Young Children

Supporting Language and Literacy through Play and Conversations (Cont.)

Drop-off Time

- Ask a child about her evening/morning/weekend; listen and ask clarifying questions about what she said.
- Talk about an event you know a child experienced recently; ask her to tell you about the best part.
- Talk about an upcoming event; ask her to tell you what she expects to happen.
- Ask about a pet or sibling.
- Ask about the weather conditions and see whether she would like to share her observations during weather time.

Center Time

- Encourage children to act out stories they hear in the dramatic play area using pictures and props.
- Look for opportunities to start conversations. (Why do you think the wood is floating? Tell me about the book you are holding. How did you make that pretty orange paint color? Who/what are you pretending to be? What do you think a “father” does during the day?)
- Talk to children about what they are doing; talk about what you see children doing. (Join the block center play and ask, “What are you building with blocks?” Join the writing center and ask, “Tell me about what you’re writing.”)
- Provide opportunities for children to “write” and “read” in various learning centers. (Play restaurant and ask a child to take your order/bring you the bill; play school and ask a child to be a teacher and write things on a dry erase board, etc.)
- Provide picture books with no words in the reading center and encourage children to “read” them to you or one another by using the pictures to tell the story. (The Carl series by Alexandra Day is a great example of wordless picture books.)

-
- Provide magnetic letters and trays for letter exploration in the writing center. (Play a game. Ask children to find the first letter in their name. Ask, “What sound does that letter make? Can you name another word that begins with that sound? Which letter do you hear at the beginning of the name D-D-D-Devyn? Find that letter on the tray.” Encourage a child to ask a friend to find a letter to extend the game.)
 - Provide a large variety of books and print materials for children to read to one another (fiction, nonfiction, nursery rhymes, poetry, cookbooks, etc.) in the reading center.

Playtime

- Play word games and share word riddles. (I am an animal. I have four legs. I live on a farm. I give milk. What am I?)
- Play alphabet games and clapping games identifying syllables in words.
- Encourage alphabet knowledge by offering sidewalk chalk or squirt bottles for children to practice writing letters on fences, sidewalks, etc.
- Encourage a child to explain the rules of a game to another child.

Conversations in the Classroom

- Ask guiding questions to help children learn and use vocabulary for new concepts. (Count two sets and talk about more, less, and equal. Name two opposites and ask the child to name the opposite of another word.)
- Speak slowly and use sign language as you speak to increase understanding of new words.
- Allow plenty of time for children to tell a story during large group time.
- Ask children to tell about what they learned at the end of the day. (Get them started with short prompts; What was your favorite part about the pumpkin activity? Why? What did you learn about pumpkins?)

Working with Young Children

Supporting Language and Literacy through Play and Conversations (Cont.)

Music and Movement

- Ask questions about music and feelings. (How does this song make you feel? Is it a happy or sad song? Why do you think so? Which song seems happier? Why?)
- Use songs, nursery rhymes, poems, and fingerplays to engage children in language and literacy development. (“What word sounds the same as ‘Jill’ in the nursery rhyme Jack and Jill?”) Sing a rhyming song, leaving out a word, and see if children will fill in the blank. (“Five little monkeys jumping on the BED. One fell off and broke his _____!”)
- Encourage children to create movements that go along with the words of a song or rhyme in some way. (Ask why they suggested a particular movement.)
- Sing songs as transitions to let children know you’re changing activities.

Reading Time

- Share repeated readings of the same book, asking different questions and pointing out different things about the book each time (pictures, colors, shapes, parts of a story, author/illustrator/cover/index/table of contents, etc.).
- Ask children to tell you their favorite part of a text and tell why.
- Share a variety of fiction and nonfiction books. (Talk about the difference between fiction and nonfiction, then have children identify whether a book is fiction or nonfiction in the future.)
- Use repetitive stories, and encourage children to repeat those parts with you. (“I’ll huff, and I’ll puff, and I’ll...!”)



Transitions Ideas

- Have children move to the next activity if their first/last name begins with a certain letter/sound.
- Ask children to tell the opposite of a given word.
- Point to a friend whose name begins with a certain letter.
- Clap the syllables in your first name as you say it.
- Say a word that rhymes with “goat” (boat, coat, moat, quote, tote, vote)

Final Tips

- Engage in back-and-forth conversations with each child daily, modeling the rules of conversation (take turns, maintain eye contact, use loud/soft voice as appropriate, ask clarifying questions, etc.).
- Describe people, places, and things in the child’s environment.
- Ask open-ended questions, requiring children to answer with more than just a “yes” or “no.”
- Model using new vocabulary often during the day. (Use words from the Word Wall, Spanish Cards, and more.)
- Maintain a word wall, review words often, and add words/pictures as children show interest.
- Remind parents to use the Monthly Newsletter to help them extend language and literacy activities from school to home.

For more ideas to help you support language and literacy development through play, conversations, and more, please visit our blog at <https://funshineblog.com> in the “Language/Literacy” category.

Working with Young Children

Grouping Strategies, Settings, Tempo, and Learning Styles

Grouping Strategies: When developing FunShine curricula, we include activities that incorporate a variety of grouping strategies each day. Grouping children differently throughout the day helps them develop in all learning domains. For example, when older children are in a large group setting, they are developing self-regulation as they are expected to behave differently than if they were outdoors playing with balls. When you read a book to an infant, the infant is developing trust and a relationship with you. When children are encouraged to direct their own play, they are working on creativity, developing relationships, and so much more. Using a variety of groupings during your day also helps children learn to handle transitions appropriately. Groupings to consider include:

- Large group (examples: Storytime, Attendance activity)

- Small group (examples: center time, teacher works with small group)

- Independent (examples: child looks at books, rests, works on art project)

- Caregiver/Child (examples: baby yoga, playing a two-person game)

- Child-Directed (examples: center time, art exploration)

- Teacher-Directed (examples: Storytime, calendar activities)

When you are lesson planning, be sure to incorporate a variety of groupings that are appropriate for the age level(s) of your children

Vary the Setting: Think about planning activities in such a way that children will move to different areas for different kinds of activities. Here are some setting types for you to consider:

- Indoor vs. Outdoor

- Center Areas

- Large Group Area

- Quiet Time/Napping Area

- Meal/Snack/Cooking Area

Even if you have your school in one room of your home, you can still vary the area by creating special spaces within your setting.

Vary the Activity Tempo: A balanced combination of active and quiet activities saves children from becoming overly tired and also reinforces transitioning skills. FunShine curricula provide a good balance of active and quiet activities. When you are planning your day, be sure to stagger these activities so children are not sitting for too long, but are not playing hard so long they get tired and cranky.

Plan for Different Learning Styles: Very young children tend to be hands-on, experiential learners. However as they grow, children begin to develop preferred learning styles. As teachers of young children, it is important to mix the types of activities, providing ample opportunities for children to develop these learning styles. FunShine activities naturally incorporate these kinds of multi-sensory learning experiences into your day by including visual, auditory, tactile and kinesthetic activities.

Visual (provide opportunities for children to learn through pictures, images, and spatial awareness)

Auditory (children learn when hearing sounds or through music)

Tactile (children learn using a hands-on approach)

Kinesthetic (children learn through using their bodies in physical activity)

When creating lesson plans, be sure to vary the presentation of activities so you are not addressing only one learning style **throughout** the day.

Working with Young Children

Inclusion: Serving Children with Special Needs

A team approach is most successful when working with children who have special needs. Children with special needs should have an IFSP (Individualized Family Service Plan). As someone who plays a vital role in the child's development, it will help you tremendously to be aware of what is included in this plan and how you can contribute. You will need to work not only with the child's family, but also with the child's service coordinator and any therapists or other professionals who help the child. The child's service coordinator should schedule regular meetings with the team. These are important so that everyone is aware of how the child is progressing and what interventions are needed. If the child is receiving services from other professionals, you need to be aware of ways you can work together to help the child.

Thoughtful planning can help you address the needs of children with special needs so they can be included fully in your program. Think about your environment, your daily schedule, and what obstacles might keep children from participating and feeling competent. This analysis will help you determine what adjustments to make. Here are some ways to help children with disabilities, or any child who is struggling with learning, to be more successful in their environment.

Communication

- Offer materials to look at and touch along with stories and songs so children have multi-sensory ways to help them understand. The props can be used to encourage children to look at the teacher and to maintain their attention. Puppets and manipulatives are great props for getting attention.
- Use sign language and gestures as needed to help children understand what you say. Sign language gives children with limited language another way to communicate their needs. Each curriculum includes a few sign language symbols to help you. You can find more signs online or in books. You may even want to sign up for a class to learn more.

Daily Schedule and Routine

- Keep your schedule and routines consistent and predictable. Follow the same procedure daily during arrival and closing times so children know what to expect. If changes need to be made during the daily schedule, talk about them with the children at the start of the day or before the change happens.

-
- Help children prepare for transitions that occur throughout the day. Object or picture cues that show activities may be helpful for children with learning and language difficulties during transition times. Children with attention or behavior issues might benefit from five-minute, two-minute, or one-minute warnings about upcoming transitions. Children with hearing impairments will benefit from visual cues such as hand gestures or sign language. Most children will benefit from a review of a picture schedule upon arrival and at various points during the day to help them understand what will be happening next.
 - Since infants, toddlers, and preschoolers progress at different rates, you are already accustomed to adapting or modifying activities to meet different levels of development. When working with children who have special needs, you may need to add more modifications specific to the child's needs. Try to plan activities that are flexible enough for everyone to participate rather than offering separate activities for children with special needs.

Physical Environment

- Ensure that the physical arrangement of the room allows for materials to be accessible to all children. Consider making changes in lighting, noise level, and visual input to meet the needs of the children in your program.
- Label toy and art shelves with pictures to help children understand where materials are to be kept or put away. This will help keep things organized and ease the clean-up process, while promoting independence and cooperation.
- Use clear visual cues to help children understand where to find their own personal items. Place pictures on coat racks, cubbies, and any other places where children may need to find their own belongings.

Assessing Individual Needs

- Specialists on your child's team can help you know if the child needs assistive devices or special equipment, and may be able to help you access what is needed. Such needs might include auditory trainers/speech therapists for children with hearing deficits, language devices or a speech therapist for children with communication difficulties, or adaptive equipment for children with orthopedic impairments.
- Regular assessment of the effectiveness of your teaching strategies can help you determine when changes are required.
- Keeping good observation notes and portfolios will help you to share with the team the positive progress the child is making and any areas of concern. For more information about FunShine Assessments, see **Monitoring Development: FunShine Assessment** starting on page 52.

Working with Young Children

Adaptations for children who are physically (mobility) challenged:

- Provide adequate space for movement (wheelchair access, etc.).
- Use wagons or other simple ride-on toys.
- Modify movement games and activities so child can reach a goal (add more time, modify playing field, etc.).
- Modify equipment used in a game or play (larger target, larger/softer ball, etc.).
- Install handholds in toileting area, etc.
- Provide large-handled paintbrushes and large crayons for easier grasping.

Adaptations for children who are visually challenged:

- Provide more hands-on experiences (models of things talked about).
- Seat the child near you during instructional time.
- Use a buddy as a class helper (for transitions, moving to different activities, etc.).
- Keep recordings of books in book center.
- Utilize adaptive play equipment (balls/toys that make sounds).
- Use lots of descriptive language.
- Take a field trip, even virtually (go to a farm to experience hearing, smelling, and feeling animals; hear animal sounds on a computer).
- Adapt activities to maximize the use of other senses (texture, taste, sound, smell).

Adaptations for children with an auditory challenge:

- Learn, use, and teach sign language for everyday words to all children.
- Create and show cue cards with pictures for changing activities.
- Seat the child near you during instructional time; face child while speaking.
- Provide books with lots of colorful pictures.
- Make eye contact with child before speaking.
- Provide directions one-on-one while maintaining eye contact with child.
- Use a buddy as a class helper (for transitions, moving to different activities, etc.).
- Plan and adapt activities to maximize the use of other senses (sights, tastes, sounds, smells).

Modifications for children who are cognitively challenged:

- Modify concept being taught to simplify (allow a child to mix instead of teaching measurement in a recipe, etc.).
- Repeat basic concepts taught often and allow time for practice.
- Provide modified concrete experiences related to daily living (self-care: using a tissue, hand-washing, toileting, brushing teeth, dressing, feeding, etc.).
- Utilize a teacher aide (if available) during instructional and transition times.
- Offer ample opportunities for hands-on learning.
- Plan activities that maximize use of all senses.

Supporting Advanced Children

All children learn and develop at different rates. Some children may walk, talk, read, etc. faster than others. FunShine curriculum is written based on an Early Learning and Development Continuum that shows the progress of indicators within the learning domains from birth through five years. In both Buttercups and Fireflies curricula, you will find built-in scaffolding for younger and more advanced learners in some activities. You will find this same scaffolding in FunShine Online, with the added advantage that you can search the database for more activities that will meet the needs of more advanced children. When children have mastered a skill, their motivation to repeat the exact same skill may wane, which can result in behavior issues. By gently increasing the level of difficulty, you support the intrinsic motivation for the child to continue pursuing the learning process on their own without outside reinforcement.

Multiage Classes and FunShine Curricula

FunShine curricula are developed with a multiage approach in mind. Children learn and develop at varying rates, and we provide two age ranges; birth to 36 months and three to five years, with scaffolding built in to many activities. The themes our writers create are the same across all age groups, and many of the concepts they introduce are coordinated. Often you will discover that nursery rhymes, felt set activities, some music, and certain art activities utilizing similar components are introduced on the same day. This advance planning helps you get organized and work with a wide age range of children more efficiently.

Working with Young Children

Parent Engagement

One of our program goals is to encourage involvement of family members in each child's learning. We encourage you to incorporate children's cultures and the community into the curriculum. Be sure to utilize families as resources by incorporating specific food, music, language, and traditions into the activities. Capitalize on your local and regional uniqueness – what is special about where you live – and to integrate those events, celebrations, and opportunities into the topics and themes in the curriculum. Employers, community organizations, area colleges and local businesses can be a great connection for you. By brainstorming with local organizations, you can incorporate community involvement into your interactions with children. Incorporating local businesses and organizations gives children a grasp of how society functions as a whole based on various individual professions.

You will find many suggestions for family engagement throughout FunShine curricula. In addition to providing a monthly or bi-monthly newsletter, our writers include activities during the month that invite parents to participate by volunteering in the class, sending snacks or items showcasing family tradition and culture, and more. Some other ways you can encourage family engagement are:

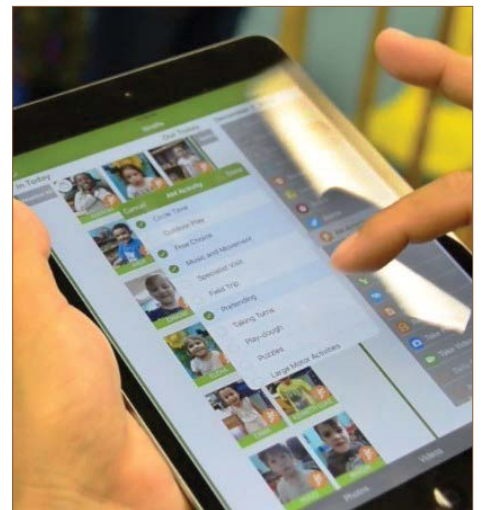
- Invite families to record themselves reading their child's favorite book and place the recording and book in a reading center.
- Invite family members to come in and read aloud to your group.
- Host a theme-related celebration with snacks and allow children to show their families what they learned.
- Host a holiday party, or plan a picnic.
- Send a teddy bear and a journal for families to record an "adventure" for children to share in class.
- Ask families to send pictures of family members and create small books children can look at while at school.

Digital Parent Engagement

Changes in technology offer opportunities for teachers to better engage parents, manage classrooms more efficiently, track enrollment and attendance, build assessment reports, integrate curriculum and much more. FunShine Online is now connected with EduKids, one of the leading management apps in the early childhood market.

EduKids Connect is a comprehensive child care management software system that can be used on a computer or as a mobile app. EduKids is intuitive and easy to use, and they are evolving and adding new features continually to enhance teacher and parent engagement. When you subscribe to both FunShine Online and EduKids, you are able to pull FunShine lesson plans and activities into your EduKids classroom. Lesson plans and activities can be labeled with your specific state standards. Then you can create observations which are uploaded to each child's file, and download individual assessment reports to share with families. Training is available with EduKids to help you make the most of your subscriptions to our integrated technology.

For more information about these connections, please contact us at www.funshineexpress.com/contact-us.



Planning Your Environment and Scheduling

Environment

The infant and toddler environment should:

Ensure Safety

Environments must be secure. Conduct a quick safety check each day, looking for any hazards, such as small objects that may be a choking hazard, frayed carpets, or broken materials. Cover all electrical outlets. Gate stairs and keep first aid and cleaning supplies out of reach. Choose only activities that are safe and appropriate for the ages and abilities of the children in your group. Supervise children at all times.

Have Space to Move Freely

An environment that is designed for individual exploration, discovery, and play-based activities will enhance development. Once children are mobile, they do well if they are able to move and explore freely and widely. The environment should support movement and physical challenges. Abundant floor time is extremely important to infants' development. Limit use of playpens, swings, or walkers, and avoid using car seats inside. (Car seats are intended for use in cars.) Devices like these limit movement, which in turn limits physical development. A safe area must be designated where infants can move freely. Be mindful of traffic patterns for mobile children. Leave substantial space for those beginning walkers, cruisers and crawlers. Remember to use soft barriers to protect infants who are not yet crawling from children who are moving around.

Place Manipulatives Within Reach

Arrange safe toys on low, open, sturdy shelves. Fewer is better. Don't overcrowd shelves with too many choices. Limit the amount of materials that light up, make noises, or are brightly colored to avoid overstimulation. Rotate materials to keep items interesting and new. Observe how the children use or don't use materials. Provide duplicates of the most popular objects. Sharing is too difficult of a concept at this age!

Include Quiet Spaces

Every environment should include a place where an infant or toddler can be alone, yet still supervised by an adult. Include a cozy, small space for one or two children to sit or lie quietly. They may want to look at books, or just relax on soft, comfortable furniture, mats, or pillows. Plan for this area to be away from the blocks, music or other areas with lots of noise or visual stimulation.

Considerations for Infants and Toddlers

Contain Natural Items

Try to include nature in your environment. Perhaps you can include a non-toxic hanging plant or a fish in the room, or set up a bird feeder outside an easily accessible window. Be sure no plant in your environment is poisonous. Contact your local or national poison center for more information. Your county extension agent may be able to suggest safe plants that grow well where you live. When you can't take the children to natural settings, bring nature to the children! Seasonally add pumpkins, snow, leaves, or other interesting natural materials to your sensory tables or a plastic tub on the floor. Infants/toddlers need to experience sights, sounds, textures, smells, and tastes every day.

Include Learning Centers

Children like to practice using materials repeatedly. After you have introduced an activity or new material, you may want to create an area to highlight it or make it available to children for an extended period. You may want to designate one area of your environment for a specific purpose. Some ideas for center areas are: Music, Art, Dramatic Play, Blocks, a Science or Math center, a Writing Table, and a Book or Quiet Area. If you do not have space for all of these or additional specific theme areas, choose a few. Rotate materials and furniture to accommodate different areas or themes over time. We also include six learning center ideas per theme you may wish to use. If you are unfamiliar with learning centers and how to implement them, see *Using Buttercups Curriculum – A Writer's Perspective* at www.funshineextras.com/business-tools/getting-started for more guidance.



Planning Your Environment and Scheduling

Scheduling

Infants should eat, sleep, and have diaper changes as needed throughout the day, while maintaining as regular a routine as possible. Work with families to plan individual schedules as dictated by the needs and actions of the infant. Toddler schedules can be a little more flexible, with nice amounts of time devoted to exploration and play. We have not included times on the sample schedule below as the needs are going vary greatly between infants and older toddlers.

Arrival/Breakfast

Talk with children to help them make a smooth transition from home to your setting. Find out how they spent the previous evening and how their morning has started. After everyone eats, you may want to spend a few moments adding each child's name tag to the Attendance Chart. Choose children to place the arrow clip on the scene on the Weather display to show today's weather. (The display and clips are included in the Starter Pack.)



Morning Play - Physical, Language, Social/Emotional, and Cognitive Development

As children play, watch for the best times to present the vocabulary cards, songs, games, projects or other activities to a small group or one-on-one. As children mature, you can offer very short whole group activities. However, it is best to allow alternate activities for children who are not yet interested in joining whole group activities.

Lunch

Lunch can be a wonderful social situation with rich vocabulary. This can be a time for you to listen and for children to communicate with you and each other. Describe the colors, textures, and tastes of the food.

Rest/Nap

Lullabies are perfect for helping children relax. You can also read books from your personal library or choose books from the theme-related book lists.

Afternoon Play - Physical, Language, Social/Emotional, and Cognitive Development

Repeat activities from the morning or offer new activities. Young children may need to be exposed to an activity a few times before they are ready to try. They will benefit from repeating activities they enjoy.

Considerations for Infants and Toddlers

Extra Tips for Working with Young Infants

Throughout our curriculum, you will find suggestions for adapting activities to include infants, as well as the section of infant activities at the beginning of each theme. Use the suggested adaptations as a starting point for thinking about ways to adapt the activities for the specific children in your group. While your younger infants will not be able to participate in every activity, it's important that they know they are important to you and that they have opportunities to interact with the other children in safe and appropriate ways. Here are some ideas to help you include these little ones in your daily activities.

Diapering Time

As you change the child's diaper, look into her eyes. Smile and talk to her, using her name often. Watch for her reactions and respond. Talk about how nice it feels to be dry. Describe the textures of the clothing the child is wearing. You might sing a song from the curriculum guide or our website or recite one of the rhymes you have introduced. The child will enjoy hearing the sound of your voice. You may want to cut out the shape and color of the month and hang it over the diapering area.

Play Time

Provide a safe place for the child to watch what is going on and to crawl if he is mobile. You can use soft barriers to separate the child from those who are walking. Provide safe toys and materials for the child to explore. We suggest providing many play manipulatives and these are often appropriate even for younger infants. Babies benefit from toys that show cause and effect, such as toys that make noise when shaken or toys that move when the child flips a switch or presses a button. Display the Vocabulary Cards, All About Me Cards, or other pictures related to the theme in spots where the child can see them. You may find it helpful to place them in clear acrylic covers and attach them low on the wall. Describe what you see the child doing. This helps the child begin to understand words.

Feeding Time

When you are bottle feeding a child, hold her gently in your arms. Look into her eyes and talk to her or sing a song. You can find songs in your guide and in the resources area of our website at www.funshineextras.com/buttercups-supplements/digital-music. As infants begin to eat strained food or finger foods, talk with them about the colors, tastes, and textures.

Sharing Books

Two books are included in each kit and there is a list of recommended books for each theme in the Center Activities in the Buttercups guide and on FunShine Online. Look for books that reflect the child's culture. The best way to share these with your younger infants is to hold the child in your lap and look at the book together. Let the child handle the book and try to turn the pages. As the child begins to explore books, you may want to just name pictures she focuses on and talk about what is happening. As she matures, you can begin to point to the words and read them.

Planning Your Environment and Scheduling

Environment

- By organizing your setting into learning centers or specific play areas, you will make good use of this curriculum, meet children’s needs, and make your days flow more smoothly. You’ll also be able to accommodate exploration and offer opportunities for the children to make choices on their own. This can be done simply and without a great deal of space or expense. See the Center Activities ideas provided at the beginning of each curriculum guide and consider the tips below.
- Look for ways to organize areas into centers where a certain type of activity can be focused on. For example, you may set aside one area for blocks and manipulatives (puzzles, etc.), another area as a dramatic play center with a play kitchen or dress-up clothing, and another as an art center where children have access to paper, crayons, scissors, glue, and rotated unique art materials such as metallic crayons, Wikki Stix, paper straws, etc. Avoid organizing centers that may have high noise levels (blocks, dramatic play) near quiet centers (language, writing).
- Centers should be large enough to accommodate several children at a time. Look for ways to arrange furniture and toys to provide boundaries. You can do this even with a small play area and limited materials by using area rugs, low sturdy shelving units, taped lines on carpet, etc. It will help you to maintain order and provide children with a sense of where things belong. Consider labeling center areas, storage areas, and items around your classroom with picture/word cards. These cards will help children develop independence during clean-up, as well as promote literacy skills.
- Centers should have materials rotated in and out of them on a continual basis—use our center ideas to help you! Pay close attention to the children’s interest levels. If they are no longer choosing a center to play in, bring in new materials. Try to include materials that are tactile, unusual, nature-based, and relate to current themes or topics.
- Look for new items that might be unfamiliar yet intriguing to children. When covering a specific theme or topic, ask children and families to bring in items from their yards, home, or travels. A family visiting a beach, for example, might be willing to share seashells, beach sand, or pieces of driftwood when this topic is in your plan. Seasonally, go on short field trips or walks and collect materials for your science center. Invite children to bring in leaves, flower blossoms, bugs, and other interesting things they might find. You may create a new center or area based on what children are finding or are most interested in as you follow the curriculum.

Considerations for Preschoolers

- Children should be allowed to demonstrate independence by extending play activities through the entire classroom, whether that is inside or outside. For example, materials and items added to enhance a science area may be carried over to complement play in the dramatic play area. Or, a book about vegetables may be displayed or used in the science area.
- Children will naturally move materials back and forth between centers as their play dictates. For example, if tree bark or cross sections of a tree trunk are included in a science center, children may choose to transfer those same materials into a dramatic play area and haul them in toy trucks. Seashells placed in a science center might be carried to the reading corner which has been supplemented with books about seashells or the ocean. Order can be maintained by using small trays, photos for labeling where items belong, or clear plastic boxes with photo/word labels. Ask children to help when setting up centers. They will enjoy the independence and respect the arrangement when they have ownership in its creation.

Our monthly themes provide many suggestions for center-based activities. If you are unfamiliar with learning centers and how to implement them, see *Using Fireflies Curriculum – A Writer’s Perspective* at www.funshineextras.com/business-tools/getting-started for more guidance.

Planning Your Environment and Scheduling

Scheduling

In three to five-year-old classrooms, our common goal is to provide opportunities for children to learn and grow. We strive to allow children to become independent thinkers and problem-solvers. It is your job to provide a quality, safe and nurturing setting supplied with developmentally appropriate materials and a relaxed, flexible yet predictable schedule.

On some days, children may have little or no interest in the activities you have planned. If this is the case, allow them to choose alternatives. Be ready to change plans if children seem out of sorts, tired, or need additional large motor play to burn energy. Children must be interested and ready to learn in order for the activity to be of any value to them.

Allow for individuality, especially with art activities. Give children ample time to complete their creations. Each child's project should look unique. There should be no "right" or "wrong" way to use materials. You do not want to do projects and activities for the children. Ask children to tell you about their completed projects. Ask open-ended questions while children are exploring and creating.

Many teachers ask us how much time our program will take each day. You can provide the best situation to promote early learning by offering interesting and challenging opportunities for exploration throughout the day and allowing children to choose what is intriguing to them. Learning should happen all day long. At the same time, we realize that children need a certain amount of routine and structure within each day. Predictable routines give them a sense of security and allow your day to transition smoothly between arrivals, snacks/meals, naps, play activities, and departures.

In each monthly theme, you will notice that we begin each day with a collection of group activities. Start Your Day, Daily Basics, Discuss/Do, and Music and Movement activities have been planned to get children talking, singing, and moving. These activities, along with the remaining activities each day, can be scheduled according to the needs of your children. Just when you are tiring of an activity, children are learning all the words, actions, and sequence of the task. Repeat and review games and songs as children show interest.

Some children have difficulty moving from one activity to another. They may need extra time, an early warning of an upcoming change, or a fun way to move to the next activity. We supply quick transition suggestions to move children in an organized fashion from group time to other activities. You may use these ideas as needed during the day.

Try to take children outdoors as much as possible (weather permitting) in order to provide the space needed for active play like running, jumping, or riding toys. Ideally, children should go outside once in the morning and once in the afternoon.

Considerations for Preschoolers

Sample Schedules

As mentioned earlier, your daily schedule should be fairly consistent, but flexible enough to make the most of “teachable moments.” With this in mind, planning your schedule should be done thoughtfully. At least one-third of the instructional time in your day should include opportunities for children to choose activities and materials independently as they participate in free play. You will want to plan times for vigorous play, quiet learning time, snacks, rest time, and free choice during center time. Making these decisions is simple when using activities from the three to five-year-old curriculum. We have considered all these factors that make up a good schedule, incorporating activities to promote a natural flow each day. Here are two sample schedules you could follow. Remember, you know your children best and ultimately, the planning of your daily schedule is up to you.

Sample Full-Day Schedule

7:30-8:00	Welcome/Start Your Day, Center Time	11:20-11:45	Restroom
8:00-8:30	Breakfast	11:45-12:15	Lunch
8:30-8:50	Music/Movement and Rhymes/Songs	12:15-1:30	Rest/Quiet Time
8:50-9:05	Discuss/Do, Share Time	1:30-1:45	Restroom
9:05-9:35	Free Play	1:45-2:00	Structured Group Activity
9:35-9:45	Clean-up	2:00-2:30	Snack
9:45-9:55	Storytime	2:30-3:00	Art, Center Time
9:55-10:10	Structured Group Activity	3:00-3:30	Outdoor Play
10:10-10:30	Restroom/Snack	3:30-3:45	Restroom
10:30-10:50	Structured Group Activity	3:45-4:15	Free Play
10:50-11:00	Free Reading	4:15-4:30	Clean-up
11:00-11:20	Outdoor Play	4:30-4:45	Storytime
		4:45-5:00	Songs and Rhymes, Share Time, End Your Day

Sample Half-Day Schedule

9:00-9:15	Welcome, Start Your Day, Daily Basics	10:20-10:35	Snack
9:15-9:40	Circle Time/Music & Movement, Discuss/Do	10:35-10:55	Art
9:40-10:10	Activity Centers/Free Play	10:55-11:15	Outdoor Time
10:10-10:20	Clean-up/Restroom	11:15-11:30	End Your Day

Planning Your Environment and Scheduling

General Materials to Gather

Keeping a supply of consumable materials on-hand will help you be prepared to implement activities FunShine curricula, especially FunShine Online.

Paper Products

- Multicolored construction paper
- Printer paper
- White cardstock
- Large banner paper
- Paper plates (assorted sizes)
- Paper bags (lunch and grocery sizes)
- Index cards (assorted sizes)
- Tissue paper (assorted colors)
- Streamers (assorted colors)
- Sticky notes (assorted colors and sizes)
- Envelopes (assorted sizes)

Miscellaneous

- Scissors
- Various stickers
- Wiggle eyes (assorted sizes)
- Felt (assorted colors)
- Plastic zipper bags (assorted sizes)
- Unbreakable magnifiers
- Yarn (assorted colors)
- Bubbles and bubble wands
- Paper punch
- Food coloring
- Chenille stems (various colors)
- Curling ribbon (various colors)

Recycled Materials

- Old magazines or catalogs
- Store flyers with lots of pictures
- Junk mail
- Cardboard tubes

Adhesive/Binding Products

- White school glue
- Masking tape
- Scotch tape
- Stapler with staples
- Glue sticks
- Glue dots
- Sticky tack
- Brass fasteners
- Clear contact paper
- Heavy-duty tape

Writing/Painting Supplies

- Crayons
- Washable markers (fine tip and broad)
- Pencils
- Tempera paint
- Small paintbrushes
- Chunky paintbrushes
- Foam paintbrushes
- Finger paint (assorted colors)
- Watercolors (assorted colors)
- Washable ink pads (assorted colors)
- Sidewalk chalk

- Empty cardboard food boxes (for crafts and dramatic play area)
- Newspapers

Online Resources

We have a wide variety of online resources available to help you plan your day and week. From assessment materials to a digital music database, you will find many resources to help save you time. Visit the following links to see the listed materials:

Teacher Materials and Materials to Use with Children

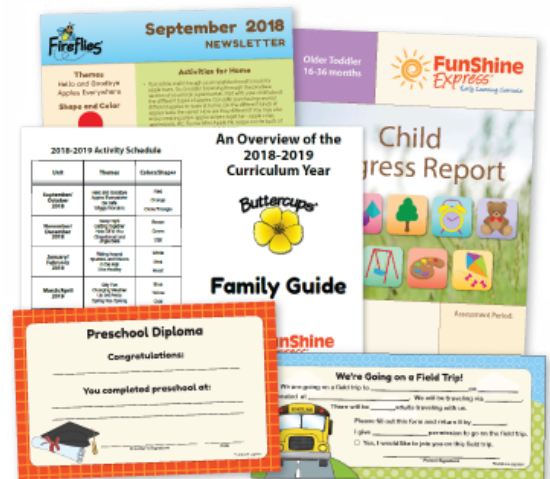
- **Buttercups Supplements:** Assessment Documentation, Newsletters, Materials for Connecting with Families, Curriculum Extras, Digital Music, Book Lists, Materials Lists, and more!
www.funshineextras.com/buttercups-supplements

- **Fireflies Supplements:** Assessment Documentation, Newsletters, Materials for Connecting with Families, Curriculum Extras, Digital Music, Book Lists, Enrichment Activities, Materials and Recipe Lists, and more!
www.funshineextras.com/fireflies-supplements

- **FunShine Online Extras:** Getting Started Guide, Assessment Documentation, Training Information, Business Tools, Daily Lesson Resources, Digital Music, Book Lists, Family Newsletters, Supplemental Products, and more!
www.funshineonline.com/extras

- **Business Tools:** Getting Started Guide, Program Overview Comprehensive Guide, Business Forms and Flyers, Materials for the Classroom, Training Information, Theory and Best Practices, and more!
www.funshineextras.com/business-tools

- **Theme-Related Bulletin Board Ideas and Concept Maps:**
www.funshineonline.com/theme_concept_maps_and_bulletin_board_ideas



Implementation Considerations

Health and Wellness Guidelines, Healthy Eating, and Diapering/Toileting

Children’s health impacts their ability to learn in all domains. A child who exhibits overall good health (visual, auditory, dental, adequate sleep habits, etc.) will be able to grow and learn. Primary caregivers should be encouraged to provide children with well check-ups and screenings for visual, auditory, and dental health in order to prevent illness and to correct any problems early so children maintain healthy growth and development patterns.



Many states include indicators or benchmarks in their learning standards relating to healthy development, sleep habits, toileting, visiting the doctor and dentist regularly, etc.). When we developed the FunShine Early Learning and Development Continuum, we included indicators which could easily be attached to activities and assessed. Therefore, we did not include indicators related to some of the skills mentioned above. While it is appropriate and necessary for caregivers to observe and assess these state-identified skills and care the child is receiving, we did not include activities in our guides that would assess these types of skills.

Cultural Diversity

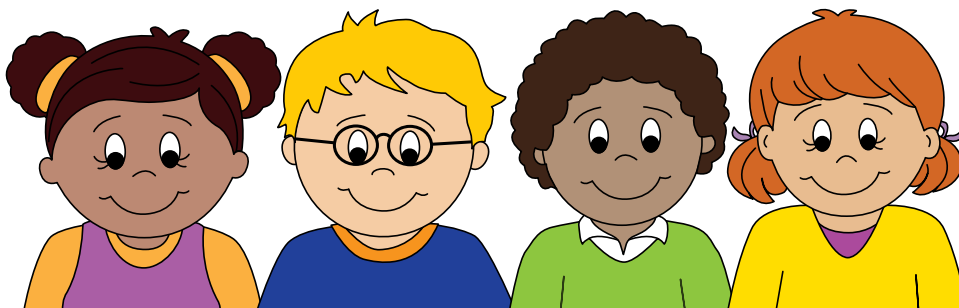
As Americans, we live in a country that is culturally diverse. FunShine Express takes a multicultural educational approach by offering samples of different cultures and/or religions. This can help you teach children to be tolerant and accepting. A good way to provide more information is through books, websites, or with supplemental activities. In addition to a natural incorporation of culturally diverse activities into your curriculum, you can teach cultural diversity through the materials displayed on your walls and the materials children encounter in centers. We believe teaching cultural diversity should be authentic and occur naturally, and not through themes that specifically focus on culture or themes that take a “tourist” approach. Providing a variety of multicultural experiences helps children learn to appreciate cultures that may be different from their own. We encourage teachers to incorporate experiences and materials into their lesson plans that reflect the cultures of children in their classrooms and communities.

Ideas for an authentic approach to making your classroom environment more diverse:

- Display posters and educational materials featuring people from all races, ethnicities, and abilities. Avoid stereotypes (Hispanic people dressed in large sombreros, etc.).
- Provide “skin tone” crayons, markers, paints, papers, etc. for children to use in the art center.
- Include multicultural dolls and traditional dress-up clothing from other cultures in your center materials for children to explore.
- Play quiet music from many cultures during center time.
- Include books with pictures of people from multiple races, ethnicities, and abilities in your library.

Activity ideas to incorporate supporting cultural diversity:

- Be accepting of differences in clothes, hair styles, foods eaten, etc. Be on the lookout for “teachable moments” when cultural differences arise. Take the opportunity to celebrate our differences!
- Include snacks/meals from cultures represented in your classroom or community. Enlist the help of parents for recipe ideas.
- Share multicultural books from your classroom library when the opportunity arises.
- Offer picture books written in languages other than English (children’s home languages would be ideal) to demonstrate diversity of language in our world.
- Incorporate music, dances, and games from cultures around the world during music and movement time.
- Invite family or community members who represent different cultures to visit and share information about their cultures when appropriate. Holidays are a natural time to share about foods and traditions!
- Locate and show videos about curriculum content featuring narrators or actors from all over the world. Talk about accents and the different languages used.



Implementation Considerations

Cultural Diversity and Holiday Celebrations

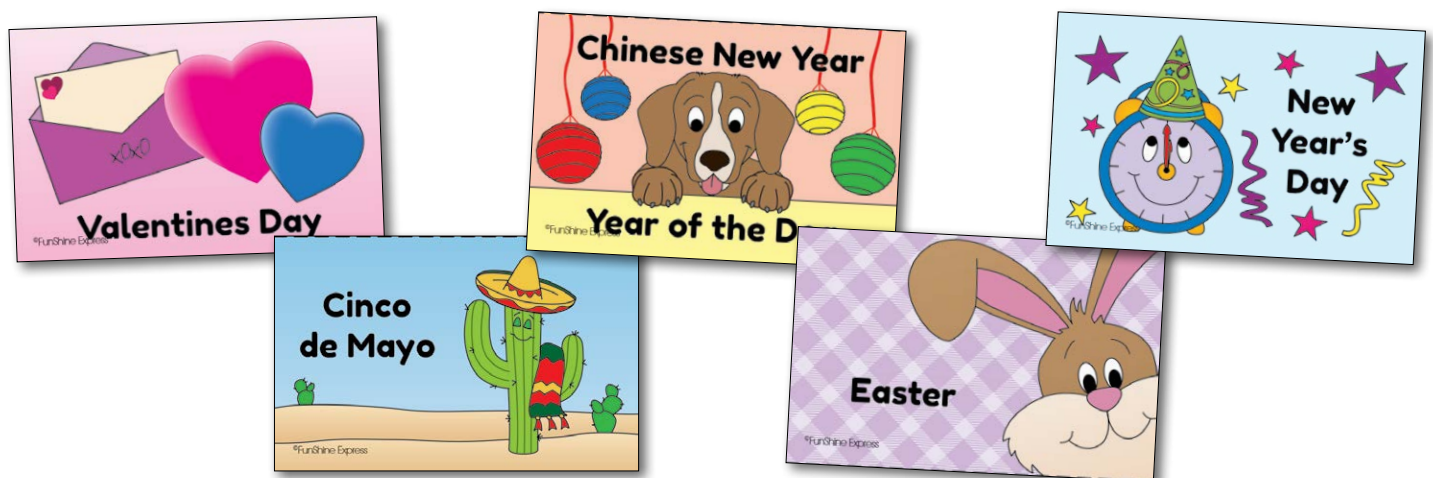
Holidays are included in our programs for a number of reasons:

- Children, families, and providers love them!
- Holidays are part of a child's reality, whether at home or in their communities.
- They are a good way to incorporate multicultural education and teach cultural sensitivity.
- A vast majority of our customers want to observe major US holidays in some manner.

Children love holidays and we encourage you to acknowledge them in some way. However, you need to decide what is appropriate within your setting. Find out how important holidays are to the families in your group. Be sensitive to those who don't celebrate "traditional" holidays. Ask if there are holiday activities they participate in that they may be willing to share. Involve families as much as possible to make sure you are meeting the needs of all children in your group.

We realize some of our customers may want additional material for the children in their group or that some may choose not to participate in such activities. The choice is yours to make. Additionally, many major holidays are faith-based. We choose to incorporate these as well. By offering a broad cultural and theological approach, we hope to foster a worldly knowledge and tolerance that complements all faiths.

You will find cultural and holiday information included on days when holidays or cultural events occur. You can decide whether or not to share this information based on your program's policies, along with the needs and interests of the children in your group. If your program prefers not to offer certain holiday activities, you can adapt the activities in the guide or offer alternate activities.



Ideas for promoting cultural diversity through holiday celebrations:

- Enlist the help of children and parents to brainstorm and prepare traditional dishes from their home celebrations.
- Invite parents to come and talk about holiday traditions in their homes. Encourage them to bring pictures to share.
- Locate online resources (websites, videos, etc.) that showcase different holiday celebrations from around the world. Choose to include one celebration per month to teach holiday traditions from another culture, especially if you have a culturally diverse group that can share their knowledge.
- Consider including multiple cultures and religions in your activities and celebrations, enlisting families to help if possible.
- Sing the birthday song and then listen to the “Birthday Song” in another language when celebrating a birthday. Take the opportunity to talk about traditional birthday celebrations in the child’s home, and compare that to birthday celebrations of other children and birthday traditions around the world.
- Invite families to participate in community cultural events.
- Provide background information about holidays celebrated in America. What culture influenced the holiday? Why do we celebrate? This information is often included in activities within the FunShine curricula.



Implementation Considerations

World Languages and Dual Language Learners

We realize that America is a culturally diverse country with many languages from around the world being spoken in homes. More and more, children are coming to preschool needing to acquire English as a second language. In addition to learning English, these children also need to be developing other important skills in the other domains (social emotional, cognitive, physical, creative art, etc.). Teaching these skills can be a challenge, especially in diverse communities where multiple home languages may be present.

To help address our dual language learners (DLLs), FunShine Express has added Dual Language Learners indicators to our Early Learning and Development Continuum. While it is important for DLLs to acquire English so they will be successful students once they reach kindergarten, it is also important to support language development in their home language. The end goals for our DLLs are for them to acquire the ability to comprehend and communicate in both languages by the time they reach kindergarten.

There are many ways to go about supporting DLLs in a classroom. On one end of the spectrum, content can be taught in both English and the home language with both languages being spoken equally in the classroom. There are several challenges that might arise from this approach, the most important being that you may not be fluent in the home language of a child. You may also live in an area where more than one home language is being represented in your classroom and community. On the other end of the spectrum, content is taught in English, but children would be exposed to vocabulary that would support the acquisition of the home language as well.

The FunShine Express Curriculum Team takes the second approach mentioned when planning and writing curriculum. Because we're writing curriculum to be implemented across the country and around the world, we chose one language, Spanish, to use as the model for teaching a second language. By including practical words and phrases in a second language (as well as sign language) in our materials, we are providing you with a foundation for helping DLLs acquire English by making the connections to their home language. Not only will these connections help your DLLs, but they will also help your English-speaking children begin to appreciate and acquire another language as well. We realize that Spanish may not be the home language being spoken by the families you are serving, so we encourage you to change the language to best suit the needs of children in your area.

Families in your classroom will be able to help support the goal of children maintaining and developing their home language as well as English, but you will need to meet with them to share the vision. In today's society, we need more and more people in the workforce who are multilingual, so we want your DLLs to excel in both English and their home languages. Families can help with translations, volunteer to read books aloud in the home language, etc. Plan to meet with families often to be sure both languages

are being supported. You can also enlist the help of community volunteers. Be sure to spend time planning and learning vocabulary and phrases in the home language. Not only will you enrich your knowledge base, but you will be modeling how to learn another language for all of your children.

The Buttercups (birth to three) curriculum teaches colors and shapes in English and Spanish. The Fireflies (three to five year) curriculum teaches numbers, colors, shapes, days of the week, months of the year, and practical words and phrases in English and Spanish. We have provided some ideas below to help you support growth in both languages. These ideas will benefit all of the children in your class as they work to build language skills.

Supporting DLLs in Your Environment:

- Label areas and things in your room in English and the second language.
- Label personal items/spaces with children’s pictures and names (cubbies, sleep mats, etc.).
- Add word wall words in the second language.
- Provide picture books in languages other than English to help children see that each language has its own way of writing.
- Use picture cues and wording in both languages for printed materials displayed in classroom (rules, schedule, instructions for washing hands, etc.).

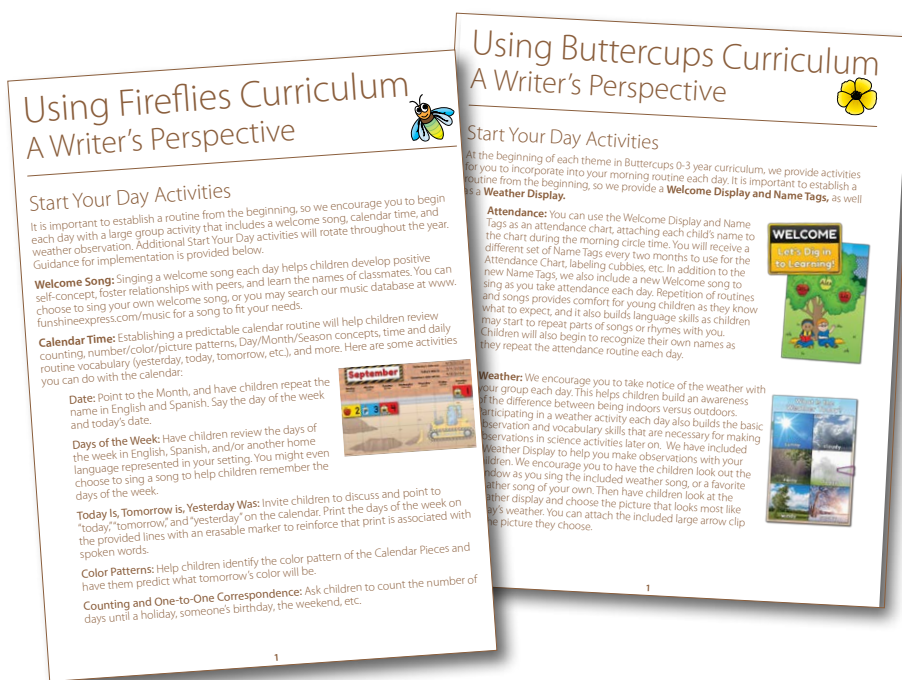
Supporting DLLs at Drop-Off Time:

- Greet the child and parent in English and their home language. (You may need to ask the parent to help you learn the appropriate greetings in the home language.)
- Point to the schedule and tell each child where to go for the first activity in English and the home language.
- Invite a parent with a home language other than English to come and share a book in the home language as children are arriving. (Ideally this book is related to the theme and contains vocabulary that will be taught in English.)

Implementation Considerations

Using FunShine Curriculum in the Classroom -A Writer's Perspective

We asked our writers to share a little about the curriculum development process, how they see our curriculum being used, and any tips teachers would find useful as they begin using Buttercups, Fireflies, and FunShine Online, which is a compilation of both the Buttercups and Fireflies curricula. Find these resources at www.funshineextras.com/business-tools/getting-started.



Individualizing Instruction

Individualized instruction is a way of teaching that is focused on the interest and abilities of each child. It starts with knowing your children and their skill level on a developmental continuum. Individualization is usually based on observations and assessments with the teacher providing materials for a wide range of developmental levels. The good news is, you are likely individualizing instruction in your setting already, but may need to identify it in your documentation.

Why do we individualize?

We individualize because development occurs at different rates for each child. No two children develop at the same rate, so it makes sense that some children will require more support in a new skill, while others require less.

We individualize to expand on a child's strengths and interests. You might have a child who has not mastered a particular skill, but when you alter the content of the activity, or provide a little scaffolding, the child engages and shows mastery. The main reason to individualize instruction is to be sure activities and materials are developmentally appropriate for all children in your care.

Children benefit from individualized instruction because they do not have time to become frustrated while working to master a skill. Children on the opposite end of the spectrum may not learn if they are not challenged enough, so individualization helps struggling, as well as advanced learners. Attentive teachers see frustration, or boredom, and step in to provide strategies to help the child learn to the best of his or her ability.

Who needs individualized instruction?

All children benefit from individualized instruction because they have different interests and skill levels. Children who come from linguistically or culturally diverse backgrounds, as well as children with special needs, benefit from individualized instruction.

What happens when we individualize?

When individualization is carried out successfully in a classroom, we meet the needs of each child at their level. This maximizes growth in each skill, allowing children to progress toward kindergarten entry at their own pace. When children feel successful, they develop a positive self-image and are intrinsically motivated to continue learning.

Strategies for Individualizing Instruction:

There are several strategies you can use to individualize instruction for children in your care. We suggest using scaffolding, adaptations, and extensions.

Individualizing Instruction

Scaffolding

When a teacher scaffolds learning, she considers the current skill level of the child and uses different instructional techniques with him to help him progress toward understanding and independently performing the skill. Scaffolding shifts the responsibility of learning from the teacher to the child, with the teacher providing ongoing diagnosis and adjustment to related activities. Here are a few simple scaffolding strategies you can use with your children right away.

Full Instruction of a Task: In this case, a child does not have any previous experience with the skill and it must be taught. An example might be tying shoes. Once the skill is introduced, the child has a foundation upon which to build knowledge. You will be able to use some of the other scaffolding strategies the next time the skill is addressed.

Providing Hints, Not the Solution: Providing hints is a strategy to use with a child who is fully capable of achieving mastery of a skill. Example: "Can you make a bunny ear out of a shoelace?"

Guided Practice: Begin by teaching the easiest part of the skill and then guide the child through the more difficult parts. Example: "First, make a bunny ear with each lace. Next, cross the bunny ears and pull the top one through the bunny hole..."

Modeling: Modeling is a great strategy for a visual learner, and is a great scaffolding technique. Example: Demonstrating part of the shoe-tying process would be appropriate here.

Asking Guiding Questions: Asking guiding questions allows a child to recall previous learning and build his own knowledge. Example: "What do you do after you make the bunny ears? What do you do next?"

Adaptations

An adaptation is a process allowing a child to adapt to the learning environment without having to make changes to the curriculum content. These changes can include presentation, instructional strategies, and/or assessment procedures. Adaptations allow children to learn the same content in different ways. Here are some adaptation strategies you can use.

Change the Grouping Strategy. Moving from small group instruction to one-on-one.

Change the Content Delivery Method. Read a book aloud slowly instead of listening to a recording of a book.

Simplify the Directions. Instead of giving three things for the child to do, deliver directions one piece at a time.

Offer More Time for Practice. Add five extra minutes to an activity when you see a child about to master the skill.

The important thing to remember with making adaptations is the child is still participating in the same activity with the same content, but the way the child is participating has been adapted to better meet his needs.



Individualizing Instruction

Extensions

An extension is a process in which the curriculum content is extended to provide an extra challenge to a child demonstrating mastery of a skill or mastery of content. Extensions allow a child to explore a skill or concept at an expanded level. Here are some ways you can provide extensions as a way to individualize for advanced children.

Adding New Materials. When a child can complete all the puzzles in the puzzle center, provide more advanced puzzles with smaller pieces.

Asking Higher-Order Questions. When reading a story, ask evaluation-type questions – Why do you think this happened? Why did the character make that choice?

Expand the Content of an Activity. If a child builds a zoo with blocks, offer plastic animals and encourage them to count, decide where to put them, explain their choices, and present the zoo to another child or group of children.

Allow Child Interest to Guide Activity. Allow a child building a zoo in the block center to look at a book about animals from the reading center to learn more about a particular animal.

In addition to scaffolding, adaptations, and extensions, you can also individualize instruction by creating the optimum environment. This means creating an efficient, organized use of space with plenty of room for movement, transitions, with spaces for independent activities, as well as small and large group activities. You can think about individualizing when you consider materials. Be sure to choose ones that are accessible for both gross and fine motor use, rotating and introducing the materials often, giving children opportunities to choose and use them independently. When you allow for more child-centered activities, you can individualize by taking cues from a child and allowing him to guide interactions. Then you can model behaviors which will naturally expand their imaginative play. Children often enjoy learning through peer modeling. In this individualization strategy, you purposely pair a child working on a skill with one who can help the child grow as he attempts the activity, based on what he observes his peer doing.

Remember, individualization is based on your observations and assessments. Assessments are documented and are a great place to track individualization strategies used. For more information about FunShine Assessments, see **Monitoring Development: FunShine Assessment** starting on page 52.

Using FunShine Online to Individualize

FunShine Online is a great tool to help you individualize instruction. Once you have assessed your children and know who needs more practice or an extension, you can click Search for Activities to search our database of thousands of activities by age group, theme, domain, subdomain, indicator, and key word. Once you have set your search filters, click Find Activities and your search results will appear below the filters. Preview activities by clicking on the activity title. When you find one or more activities that will help a child, click to add them to your folder. When you return to your calendar, click and drag the activities onto your calendar and document the activities as individualization strategies in your lesson plans or assessments.

You can also make changes to FunShine activities in FunShine Online. This is a convenient way to individualize instruction without having to search for more activities to add to your calendar. In the Edit Calendar tab, click the Edit an Activity button below the calendar and a searchable list of this week's activities will appear. Locate the activity you wish to edit and click Edit. This will allow you to make changes to any FunShine activity you wish. Once finished, click Save and your customized activity will be saved to your calendar.

Monitoring Development: FunShine Assessment

Authentic Assessment: Keeping It Simple!

In recent years, there has been a dramatic increase in societal and government initiatives promoting accountability in early childhood. Quality rating systems have been developed in numerous states, state childcare licensing agencies are asking for proof of developmentally appropriate curriculum being implemented, and parents want to know that their children are in an optimal learning environment.

School systems and government agencies are tasked to set goals, track progress, analyze strengths and weaknesses in programs, use this information to inform lesson planning and individualize, and report on their achievements, with consequences for unmet goals. Early childhood education and intervention programs are increasingly being asked to prove their worth. This means that in addition to implementing a solid, research-based curriculum, teachers must link that curriculum to assessment. It's more than a bit overwhelming for teachers!



In order to assist you, we have developed an authentic assessment process based on observation that easily pairs with FunShine curriculum. Printable resources and training videos have been placed online. Before we introduce you to it, however, let's start with some background info on assessment.

Authentic Assessment: Keeping It Simple!

"Assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information." (McAfee, Leong, & Bodrova, 2004, p. 3)



"The National Early Childhood Assessment Resource Group summarized the purposes for appropriate uses of assessment in the early childhood years as follows:

- *Assessing to promote children's learning and development*
- *Identifying children for health and social services*
- *Monitoring trends and evaluating programs and services*
- *Assessing academic achievement to hold individual students, teachers, and schools accountable"* (Shepard, Kagan, Lynn & Wurtz, 1998, p. 20–21)

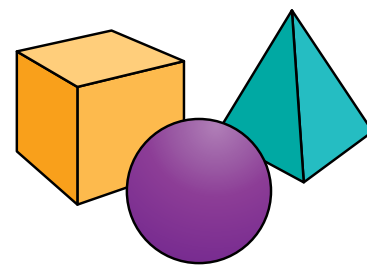
Why is assessment such a hot topic in early childhood? It's important for a number of reasons. For starters, assessment assures that curriculum is comprehensive, giving attention to all areas of development. It also measures school readiness, which is especially important in economically disadvantaged homes/communities. Assessment can also be used to identify special needs and

for intervention with children who have developmental delays, as well as children simply needing some individualized instruction. Finally it can enhance social, language, and academic skills through responsive early care and education. Ultimately it can contribute to better outcomes for children, when it is done carefully.

Considerations/Cautions

There are a number of things that are important to keep in mind when you begin assessing children. The tools and process that you choose to utilize must be reliable and valid. Does it give you the information you are seeking? Is the observation based on what you actually see as opposed to what you expect to see? How is the information going to be used? Be careful – assessment done incorrectly and with bias can easily lead to children being typecast or categorized.

Our role as teachers is only to measure a child’s individual progress over time. It is not appropriate to measure one child against another. Also, teachers typically do not have the training or the expertise to make any kind of a formal diagnosis. While we may have a hunch that a child may be ahead (or behind) developmental milestones, our most important role in case of concern is to alert parents, be supportive, and provide them with good community resources so they can pursue additional help from specialists.



So, to sum it up: *“Assessments can make crucial contributions to the improvement of children’s well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately.”* Early Childhood Assessment: Why, What and How?, National Research Council, National Academy of Sciences (Snow and Hemel, 2008).

Authentic Assessment with FunShine Express and FunShine Online Training

FunShine provides live training on using our FunShine Authentic Assessment. Here are links to recordings of past trainings that will help you learn about our assessment process.

Intro to Assessment with Buttercups and Fireflies: <https://bit.ly/2ljSprK>

Authentic Assessment with FunShine Online: www.funshineonline.com/tutorials

Monitoring Development: FunShine Assessment

Authentic Assessment Process

Below is the three-step process to use with our free online resources. All documents can be found in PDF form in the Resources section of www.funshineexpress.com.

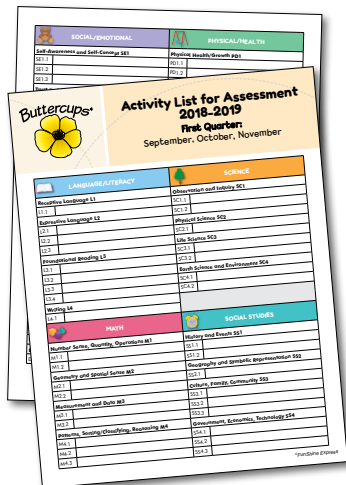
Step 1 – Plan Activities to Observe

All FunShine curriculum activities are labeled with Indicators. A comprehensive list of those codes and the Developmental Continuum is included in your Starter Pack. Domains, Subdomains, Goals, and Indicators are identified for infants to 5 year olds.

The Indicators are aligned to your state standards, which can be found at funshineexpress.com. Locate the United States map and click on your state to access it.

Assessment should be an ongoing process, with meetings to inform parents held several times per year. We suggest assessing in three month periods, followed with a parent meeting at the conclusion of each. So, assess between Sept.-Nov., Dec.-Feb., March-May, and June-Aug. Hold parent meetings in November, February, May, and August.

We cover each Indicator at least once in every 3 month period. Look for the checkmark and highlighted indicators at the top of activities and observe/assess those.



If you would like to select different activities for assessment, or work with a different time frame for assessment checkpoints, you may do so.

An Activity List of those recommended for assessment is also available online. You will find that many of the activities cover multiple skills. This helps keep observation manageable.

SOCIAL/EMOTIONAL
September Character Card
Indicators: social/emotional SE1.1, SE1.2, SE1.3, SE2.1, SE2.2, **SE3.1**, social studies SS3.2
Materials from Kit: September Character Card

This month's character trait focuses on being kind. Ask children if they know how to show kindness. Talk about how being kind means to be friendly, or do something nice for someone. Can the children think of a time when they showed kindness?



Observation: Do the children recognize acts of kindness? Do they describe themselves as kind? How do they show kindness to other children in your setting?

Step 2 – Gather Evidence, Adjust Curriculum, and Build a Portfolio for Each Child

Once you have decided which activities you will observe, set aside some time to prepare by thinking about the skills you are assessing. All activities with assessment opportunities identified include guidance for the behaviors to look for in the **Observation** section. For more information about individual Indicators, you may also refer to the online version of our Developmental Continuum.


SOCIAL/EMOTIONAL
September Character Card

Indicators: social/emotional SE1.1, SE1.2, SE1.3, SE2.1, SE2.2, **SE3.1**, social studies SS3.2

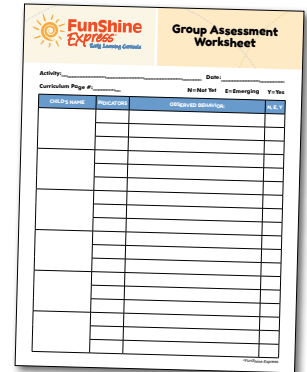
Materials from Kit: September Character Card

This month's character trait focuses on being kind. Ask children if they know how to show kindness. Talk about how being kind means to be friendly, or do something nice for someone. Can the children think of a time when they showed kindness?

Observation: Do the children recognize acts of kindness? Do they describe themselves as kind? How do they show kindness to other children in your setting?



- We created the **Group Assessment Worksheet** to help you record your observations and anecdotal evidence for more than one child at a time. Be sure to take objective notes that record a child's skills, and not your opinion. Children's behavior will be most natural if they are not aware you are making an observation, so take notes discreetly. Record the activity title, date of the observation, and the page number at the top of the sheet. Enter each child's name or initials in the column on the left. List the Indicator codes you are observing for each child. Finally, record quick observations.
- As you observe, consider whether the child is proficiently using the skill. Ask yourself, "Are the activities meeting the children's needs? Does a child need extra practice or help in a particular area? How can I adapt an activity to give a child extra practice or extend learning?" After you observe, you will use the notes you take to help you adjust future activities daily.
- After you observe the children in the group, take some time to note how each child was performing the skill. There are three performance levels:



Child's Name	Indicator	Observed	Not Met	Emerging	Yes

N (Not yet) – child is not able to complete this skill

E (Emerging) – child is attempting, but needs some assistance

Y (Yes) – child can complete the skill on his/her own

NA (Not Assessed) – not assessed during this period

Monitoring Development: FunShine Assessment

As an example for assigning performance levels, if you were observing M4.3 and children working to solve puzzles, you might record the following behaviors:

N – J was unable to fit pieces of the puzzle together and became frustrated and quickly chose another activity.

E – J worked on fitting the pieces of the puzzle together but became frustrated. She asked me for help, and we completed the remainder of the puzzle together.

Y – J spent several minutes putting together one puzzle. When she finished, she asked for a puzzle with more pieces.

Use Observations to Individualize Lesson Plans

Once you have recorded your observations and assigned a performance level (N, H, or Y) for the Indicator, this will help you individualize similar future activities. Here are some ways you could individualize for each level in the scenario above:

N – Provide colorful puzzles with less pieces; ask a child who is proficient with puzzles to sit and help the child solve the puzzle; join the child and talk about strategies to solve a puzzle (matching colors, matching parts of pictures, etc.) and then guide the child to solve the puzzle with help; encourage parents to offer puzzle practice at home.

E – Provide other puzzles with a similar number of pieces and more opportunities to practice; encourage the child to work with a peer to solve a puzzle; sit with the child and talk about their strategies to solve the puzzle.

Y – Provide more difficult puzzles to complete (more details in the picture; more pieces; smaller pieces); allow a child to create their own puzzle using a picture they created or a picture from a magazine.

Individualizing activities allows you to meet the needs of all children in your class. Observing and assessing help you know where a child is and how to help them continue growing and developing each skill. Whether a child needs more support or needs more of a challenge, making notes about individualization is helpful to you, and may be necessary depending on requirements from your state licensing agency.

Transfer Observations to the Child Progress Report

FunShine has created a simple way for you to track all observations for each Indicator during the year in one place. You may purchase an age-appropriate Child Progress Report for each child in your facility, or you may print Child Progress Reports from our website. Once you have observations recorded on the Group Observation Worksheet, you can transfer the information to the individual Child Progress Reports.

Child Progress Report Links:

0 to 12 Months (Infant), 9 to 18 Months (Young Toddler), and 16 to 36 Months (Older Toddler):

www.funshineextras.com/buttercups-supplements/assessmentdocumentation

3 Year Olds, 4 & 5 Year Olds:

www.funshineextras.com/fireflies-supplements/assessmentdocumentation

We have planned for each Indicator to be assessed once every three months. Our Child Progress Reports provide space to consolidate your observations for the year. You can record the observation date, the notes you took, and the performance level at the time of each observation.

Keeping Organized: Building a Portfolio

Set up a folder or binder for each child. Keep the Child Progress Reports here. Collect a variety of work samples and/or pictures and videos of each child playing and mastering certain skills. Date them accordingly. You do not need to have work samples for every single indicator. Be selective and include those that are meaningful representations. Too much material makes binders difficult to manage and is overwhelming for you and parents.

Digital Assessment and Portfolio Using FunShine Online and EduKids Connect

FunShine Online is integrated with EduKids Connect, bringing curriculum, assessment, and parent communication together in one location to make your job as an educator or director easier than ever. Access your FunShine Online lesson plans in the EduKids app, click to make a digital observation of a standard in an activity which can include a photo or video, and assign a proficiency level, all of which is automatically recorded in a digital Child Progress Report. When you are ready to meet with parents, you can print a copy of the Child Progress Report or simply scroll through a digital copy on a tablet or computer. Assessment has never been easier!

For more information about using FunShine Online + EduKids to record observations, use the link to view a recorded training: <https://bit.ly/2ljSprK>.

Monitoring Development: FunShine Assessment

Step 3 – Meet with Parents

At the end of your assessment period, be sure you have your Child Progress Reports up to date. Select the work samples, pictures, or videos you want to share with parents ahead of time. The Child Progress Report is similar to a “report card format” that parents will understand, and they will be able to see their child’s progress at each meeting. If you feel nervous, remember that parents are often nervous for these meetings, too!

Set aside some time without interruptions. When you meet with parents, focus on each child’s strengths and the growth you have seen. Use stories such as, “I remember his (curiosity, problem solving) when he was working on this project.” or “I extended this activity to give her an extra challenge because she already knew this skill and look what she was able to accomplish!” or “She loves to (play ball with a friend). Does she have a chance to practice that with friends away from school? It is a great way to build physical and social skills!”

Be sure to ask parents to share some of their observations or concerns so you can discuss how you can be mutually supportive at home and school to set goals and maximize growth in their child.

If necessary, know who you can refer a child or family to for additional assistance. Trust your instinct and know your limits.

We suggest meeting with parents at the conclusion of each assessment period. You could use the following schedule for assessing and parent meetings:

Assessment 1:	September-November	Meeting 1: End of November
Assessment 2:	December-February	Meeting 2: End of February
Assessment 3:	March-May	Meeting 3: End of May
Assessment 4:	June-August	Meeting 4: End of August

Keeping parents informed about their child’s progress helps them become partners in their child’s education!

Assessment Cycle Overview

As you can see, assessment takes place on a daily basis, whether you are doing a formal observation, or making changes to activities based on the results from your observations (individualizing). Assessment is a cycle and can be summarized by the steps below:

1. Choose activities to observe and assess. Use the Activity List to help you identify activities.
2. Locate the activity in the curriculum guide or on FunShine Online. Read the activity and the Observation guidelines provided. Think about the Indicator you are observing and the kinds of behaviors you expect to see. Print the Group Observation Worksheet and fill in information before children arrive. Implement the activity. Sit off to the side so you can observe and take notes without being obvious.
3. Be sure to assign a performance level to each observation while the activity is still fresh on your mind.
4. Look at lesson plans for the rest of the week. Make notes on activities where the skill will be addressed again to help you individualize the activity for each child.
5. Transfer notes from the Group Observation Worksheet to the Child Progress Report.

Tips for Making Observations and Assessments with Dual Language Learners (DLLs)

Assessing DLLs in your classroom may seem like a daunting task, but many skills you will assess do not require speaking skills. When Indicators do require speaking skills, you can always ask a parent or a bilingual teacher to help.

One of the best things you can do to prepare to assess DLLs is to watch recorded lessons with young children on mute, making anecdotal records of behaviors you see. Watch the children as they gesture, indicate quantity or size using their hands, make eye contact, share, grasp objects and writing utensils, handle books, balance, etc. As you learn to note the actions taking place, you will begin to see children displaying Indicator skills without thinking about their language skills. As you make observations, watch for children drawing shapes, sorting objects in different ways, making writing marks from left to right, using props in play, persisting in difficult activities, asking for help, etc. (Florez, 2015)

For Indicators requiring language skills, employ the help of the child's parents or bilingual teachers to observe the child using the home language and/or English. Watch the child interact with other children and the bilingual adult, noting back-and-forth conversation, non-verbal communication skills, etc. Talk with the bilingual adult after the observation to get more information about what you saw. Did you see the child using both languages? Just the home language? Can the child demonstrate the Indicator in his home language? We must remember that the child is developing language skills in both languages, and while he may not be able to demonstrate understanding of a skill in English, he may show mastery of the skill in his home language.

Monitoring Development: FunShine Assessment

Tips for Making Observations and Assessments with Children with Learning Disabilities

When you consider authentic assessment of children with learning disabilities, be sure to apply the planning and adjustments you are making during your regular activities. In other words, if you have adaptations built in for the child during regular activities, be sure the same adaptations are in place when you observe him.

Consider the following when you plan to observe a child with learning disabilities in your class:

- Communicating – Be sure to use the same strategies for communicating with the child during the observation. If you normally employ sign language, gestures, or simplified questions, then do so now.
- Routine – Try not to stray from your normal routine before an observation. The child will be more comfortable and confident if the routine is unchanged.
- As with all children, do not compare the child to others in the class. You should only be comparing the child's previous observation to the current one. Make your observations objective, without opinions.
- Look for and record even the smallest changes in the child's behavior in a skill.
- After completing the observation and assessment
- Be sure to self-assess. Ask yourself, "Which adaptations helped the child be most successful? Which adaptations did not appear to help the child? What other strategies could I use to help the child?"
- Make and share a list of 2-3 things parents can do with the child at home to support the child's learning.
- Ask specialists on your child's team to help with assessing your observations and for making recommendations for instructional strategies you can use to help the child grow.
- Consider inviting the specialists to your parent meeting to discuss observations and plans moving forward.

FunShine Early Learning and Development Continuum

In 2016, we began a project to revise the FunShine Express Goals and Objectives for Birth to 36 Months and the FunShine Express Goals and Objectives for 3 to 5 Years. Our goal was to create the FunShine Early Learning and Development Continuum (FELDC)—one document that documents learning and development from birth through age five. We published this continuum in late spring of 2017 and began developing curriculum with it in fall 2017.

The FELDC is a curriculum framework that guides our writers in developing high quality, developmentally appropriate themes and activities. The FELDC is aligned to early learning and development standards in states across the country, which helps teachers know they are covering the required content in their early childhood programs. Many states have aligned their four-year-old programs to the Kindergarten Common Core State Standards for English Language Arts and Mathematics. We have addressed these alignments and included wording in the FELDC to accommodate those skills.

Our continuum shows the flow of child learning and development from birth through five years. We have identified approximate ages when certain development begins and progresses: Infants 0-12 months, Young Toddlers 9-18 months, Older Toddlers 16-36 months, Three Year Olds, and Four through Five Year Olds. It is important to note that no two children develop at the same rate, so age ranges are approximate and overlap. The activities in FunShine curricula come with scaffolding and extensions built in to aid teachers in supporting these developmental differences within their classes.

The FELDC is organized into eight developmental domains that represent major areas of development and learning. Each domain is divided into four subdomains and goals, which help define more specific skills that comprise the domain. Within each subdomain, we have identified a set of indicators. Each indicator shows what a child should know or be able to do in that area. We have also included a domain, subdomains, and sets of indicators for Dual Language Learners (DLLs) to help our writers and teachers address the needs of DLLs in classrooms.

9 DOMAINS WITH 34 SUBDOMAINS

Language and Literacy Development

- L1. Understands spoken language
- L2. Communicates with others
- L3. Gains meaning from print
- L4. Develops writing to communicate



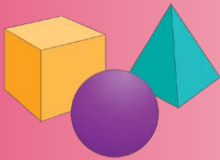
Approaches to Learning

- AL1. Shows curiosity, initiative, and risk-taking
- AL2. Uses creative thinking, problem-solving, and reasoning
- AL3. Shows attention, engagement, and persistence
- AL4. Uses memory and reflection



Mathematics

- M1. Understands numbers and quantities
- M2. Recognizes shapes and spatial relationships
- M3. Measures and collects data
- M4. Uses patterns, sorting, classifying, and reasoning



Science

- SC1. Uses scientific inquiry
- SC2. Understands light, sound, force, movement, and matter
- SC3. Identifies attributes of living and non-living things
- SC4. Recognizes features of earth and sky



Physical Development and Health

- PD1. Shows healthy growth and development
- PD2. Uses gross motor skills
- PD3. Uses fine motor skills
- PD4. Practices safety and self-care



Social Studies

- SS1. Understands time and historical events
- SS2. Appreciates people and the environment
- SS3. Relates culture, family, and community
- SS4. Knows about government, economic systems, and technology



Creative Arts

- CA1. Appreciates the visual arts
- CA2. Enjoys music
- CA3. Participates in movement and dance
- CA4. Engages in dramatic play



Social-Emotional Development

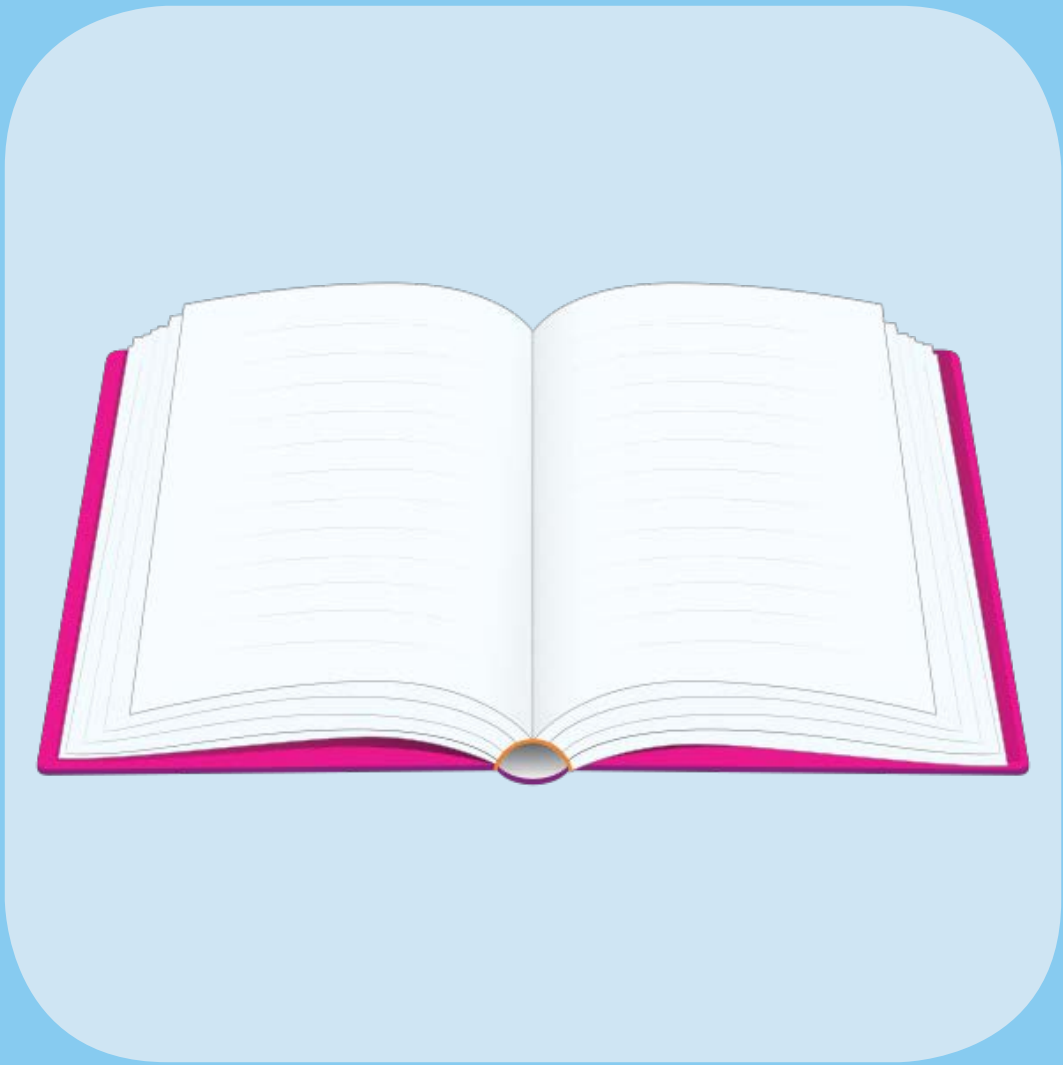
- SE1. Understands and appreciates self
- SE2. Develops trust and relationships
- SE3. Understands feelings and emotions
- SE4. Regulates behavior



Dual Language Learners

- DL1. Listens to and comprehends language
- DL2. Communicates with others





Language and Literacy Development



The Language and Literacy domain focuses on the development of language, beginning with listening and speaking/signing, and progressing toward reading and writing. Language skills touch and enhance almost every single learning domain, so incorporating language-rich experiences from the beginning will provide a foundation for communication skills as a child grows. Even if a child is not speaking yet, he is born with the innate need to communicate. Communication skills are developed when adults attend and respond to children as they learn to listen and speak or sign.

The skills in the Language and Literacy domain are critical to a child's success in school and life. By the time a child enters kindergarten, he has developed an average receptive (words he understands) and expressive (words he speaks) vocabulary of thousands of words. The more we talk and read to the children in our care during the formative years, the more opportunities they will have to develop and practice their communication skills.

Language and Literacy Development includes 4 subdomains and goals:

Subdomain	Goal
L1: Receptive Language (Listening)	Understands spoken language
L2: Expressive Language (Speaking)	Communicates with others
L3: Foundational Reading	Gains meaning from print
L4: Writing	Develops writing to communicate

L1: Receptive Language

Receptive language is a child’s ability to understand spoken language. Children begin communicating by listening and responding to spoken language. Infants learn to listen when an adult speaks soothingly to them. They also begin to notice non-verbal communication such as smiles and other facial expressions, body language, and tone of voice. Young and older toddlers progress to understanding gestures, words, and routines and begin to respond appropriately to familiar signs, words, and songs, eventually following simple one- and two-step directions with support. Three year olds have developed receptive language skills and are able to follow simple directions, listen and respond to rhymes, and gain meaning listening to stories and conversations with adults. By the time a child enters kindergarten, they are able to follow multiple-step directions and listen to and understand more complex stories and

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
L1: Receptive Language (Listening)	Understands spoken language	L1.1(0) Listens, watches, and responds to language	L1.1(1) Responds to language and signs appropriately	
		L2.1(0) Uses sounds, gestures, and signs to express needs and wants	L2.1(1) Uses some signs, words, or gestures to communicate	
		L2.2(0) Makes specific sounds, gestures, and facial expressions to communicate	L2.2(1) Learns and uses new words to label things; sings songs	
L2: Expressive Language (Speaking)	Communicates with others	EMERGING	EMERGING	



L2: Expressive Language

conversations. Expressive language describes a child’s ability to communicate with others via sounds, gestures, signs, and words. Infants use sounds and gestures to express their needs and wants.

Younger and older toddlers progress to using consistent signs, gestures, or words that are understood by familiar adults, eventually participating in simple two-way conversations about needs, wants, and experiences. Three year olds and preschoolers begin to refine nonverbal gestures/signing, speak clearly, ask questions to extend a conversation, and eventually share opinions, experiences, and ideas with others.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	L1.1(2) Responds to directions, rhymes, and stories	L1.1(3) Follows directions; understands rhymes, texts, and conversations; knows verbal and nonverbal cues	L1.1(4) Follows multi-step directions; understands more complex rhymes, texts, and conversations
	L2.1(2) Participates in two-way conversations or reciprocal language	L2.1(3) Speaks and is understood; gains meaning from stories, text, and conversations	L2.1(4) Asks questions and responds in conversation; shares opinions, experiences, and ideas
	L2.2(2) Uses new words for objects, actions, and for describing	L2.2(3) Uses rapidly expanding vocabulary; understands words from many topics	L2.2(4) Understands and uses growing vocabulary, including more abstract concepts
	L2.3(2) Uses short phrases or sentences, combining 2-3 words	L2.3(3) Expands sentences using age-appropriate grammar	L2.3(4) Connects phrases; creates complex sentences using some correct grammar

L3: Foundational Reading

As children grow, they advance from listening and speaking to reading and writing as forms of communication. During the infant and toddler years, children begin by listening to songs, rhymes, and stories. Eventually they respond by interacting with books—pointing to pictures and turning pages—demonstrating an awareness that pictures and symbols can be “read” by others and have meaning. Three year olds and preschoolers show interest in several genres, asking and answering questions about texts, and making connections between the texts and their own lives. Children at this age start to understand environmental print and recognize rhyming words, syllables, and letters and sounds.

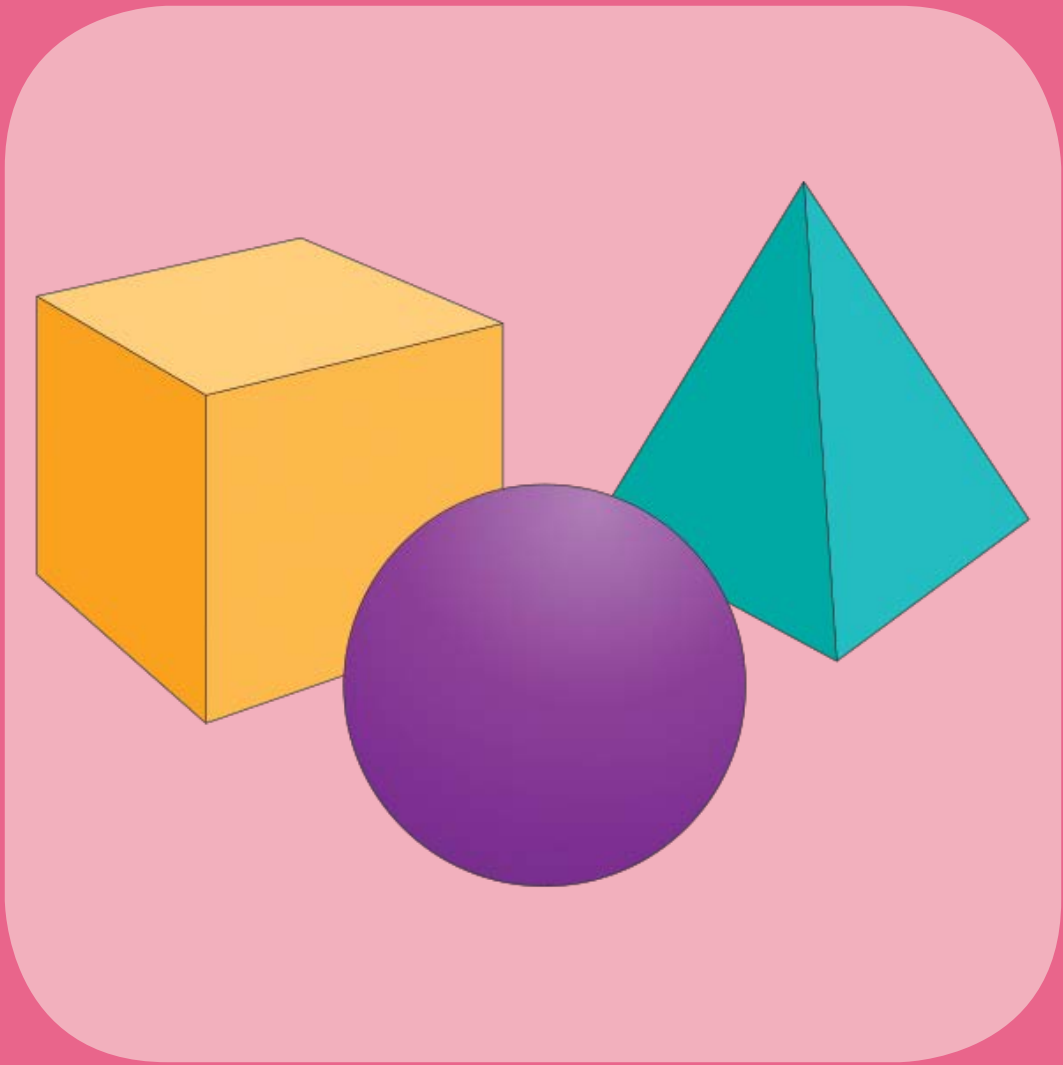
		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
L3: Foundational Reading	Gains meaning from print	L3.1(0) Shows interest in songs, rhymes, and stories	L3.1(1) Handles books without help; enjoys shared reading	
		L3.2(0) Listens and responds to stories read previously	L3.2(1) Listens to short texts; points to items in pictures	
		EMERGING	L3.3(1) Enjoys songs and rhymes; plays with sounds	
		EMERGING	EMERGING	
L4: Writing	Develops writing to communicate	EMERGING	L4.1(1) Makes marks with writing tools	



L4: Writing

Younger and older toddlers begin making purposeful marks with writing tools as soon as they learn to grasp. Young toddlers notice that pictures and symbols can be read, while older toddlers experiment with scribbles, understanding that people use writing to communicate. Three year olds show interest in writing by scribbling letter-like forms and attempting to draw shapes and people. They have refined their fine motor skills, which allows them to trace and copy letters and numbers with help. Preschoolers begin responding to texts by drawing, describing, and dictating their experiences and events. They can print some letters and numbers with assistance and write their names.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	L3.1(2) Selects and chooses favorite books; names pictures	L3.1(3) Listens to fiction or nonfiction books; retells parts of texts; understands story structure	L3.1(4) Listens to and retells various texts; knows process of reading; roles of author, etc.
	L3.2(2) With adult help, answers simple questions about texts	L3.2(3) With adult help, answers questions, acts out parts, and identifies characters from texts	L3.2(4) Recalls texts through play and media; asks/answers questions; connects text to own experiences and other texts
	L3.3(2) Explores and plays with sounds	L3.3(3) Begins to exhibit phonological awareness; recognizes and produces rhyming words, alliteration, syllables	L3.3(4) Exhibits age-appropriate phonological awareness; associates sounds with letters and words
	L3.4(2) Begins to understand pictures and symbols can be "read"	L3.4(3) Begins to develop alphabetic knowledge; sings ABC song and identifies some letters	L3.4(4) Shows growing alphabetic knowledge; names and recognizes most letters and sounds
	L4.1(2) Imitates writing; experiments with writing tools	L4.1(3) Scribbles letter-like forms; draws shapes or people to retell recent events	L4.1(4) Draws people; responds to texts; describes/dictates experiences; prints some letters in words





Mathematics

Children begin developing skills in mathematics from the time they are born. Infants develop spatial awareness as they use their bodies to explore their immediate environment and make sense of the world. The skills in mathematics help children develop a sense of order.

For children, mathematics is about more than learning to count or recognize numbers. It's about being able to make comparisons and connections to their own lives and activities. It's about solving problems and developing reasoning skills. It's about discovering how things fit together, collecting information, and looking for patterns to help explain things. Children are naturally curious and eager to learn about our world. Connecting math to plenty of hands-on, everyday activities will help them refine the skills needed to build their own knowledge of mathematics without having to be taught. Mathematics can be connected to nearly every part of our lives and across all learning domains. It is the job of the teacher to guide children to make these connections for themselves.

Mathematics includes 4 subdomains and goals:

Subdomain	Goal
M1: Number Sense, Quantity, and Operations	Understands numbers and quantities
M2: Geometry and Spatial Sense	Recognizes shapes and spatial relationships
M3: Measurement and Data	Measures and collects data
M4: Patterns, Sorting/Classifying, Reasoning	Uses patterns, sorting, classifying, and reasoning

M1: Number Sense, Quantity and Operations

The development of number sense and quantity begins at birth as infants listen and respond to adults asking whether they “want more.” Younger and older toddlers develop an awareness of numbers and counting during daily routines and games and definitely begin to notice quantities as they understand having more, “all gone,” and less. Older toddlers begin counting and understand the concept of having “one” or “two,” and three year olds build on this knowledge by rote counting to 10, developing one-to-one correspondence, and comparing sets of objects. Preschoolers are working on rote counting to 20 and beyond, can subitize small sets, can add and subtract from a set, and use ordinals.

Infants begin to understand geometry and spatial sense as they explore their immediate environments, grasping objects and studying them with their mouths and hands. They explore moving their own

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
M1: Number Sense, Quantity, and Operations	Understands numbers and quantities	M1.1(0) Responds to counting, “Want More?”	M1.1(1) Shows awareness of numbers, counting, and quantity in routines	
		EMERGING	EMERGING	
M2: Geometry and Spatial Sense	Recognizes shapes and spatial relationships	M2.1(0) Explores sizes and shapes of objects with hands and mouth	M2.1(1) Explores shapes and objects and how they fit together	
		M2.2(0) Explores moving body in space	M2.2(1) Explores how people and objects move and fit in space	

M2: Geometry and Spatial Sense



bodies in space and watch as others do the same. Younger and older toddlers experiment with how shapes and objects fit together and with increased mobility, they are able to explore ways people and objects move about and fit into their space. They notice similarities in some shapes, can perform simple matching, and identify attributes of shapes. Older toddlers also begin responding to positional words as they develop spatial sense. Three year olds and preschoolers begin identifying two-dimensional shapes and progress to three-dimensional shapes. They are able to represent shapes by drawing, arranging blocks, and using their bodies. Preschoolers will use positional words in their own conversations to describe location across learning domains and can give increasingly complex directions to move from place to place.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	M1.1(2) Grows in counting; understands "one" and "two," more/less in sets	M1.1(3) Counts to 10; identifies some numerals; compares quantities; understands ordinals	M1.1(4) Counts to 20+; identifies more, less, and equal; subitizes; uses ordinals
	EMERGING	M1.2(3) Understands adding to or subtracting from group makes it larger or smaller	M1.2(4) Understands adding and subtracting from set; divides sets into parts up to fourths
	M2.1(2) Recognizes and matches some shapes of different sizes and orientations; names attributes of shapes with help	M2.1(3) Locates and names different sizes and orientations of shapes; describes attributes; uses shapes in pictures	M2.1(4) Names, describes, and compares 2D and 3D shapes; uses shapes to create representations of objects; copies and draws shapes independently
	M2.2(2) Understands and responds to positional words	M2.2(3) Uses positional words to describe location and directions to move from place to place	M2.2(4) Uses relational words to describe location and increasingly complex directions to move

M3: Measurement and Data

Infants simply explore objects of different shapes and sizes, and younger toddlers begin to notice measurable details of objects, such as size and quantity. Older toddlers begin using words (big and little, tall and short, more or less, etc.) to describe and measure objects. At this age, older toddlers are capable of participating in simple teacher-led data-gathering activities. Preschoolers develop language of the discipline as they use vocabulary to describe and compare measurable attributes such as quantity, length, weight, time, and capacity. Preschoolers are also able to collect, describe, and record information to answer questions.

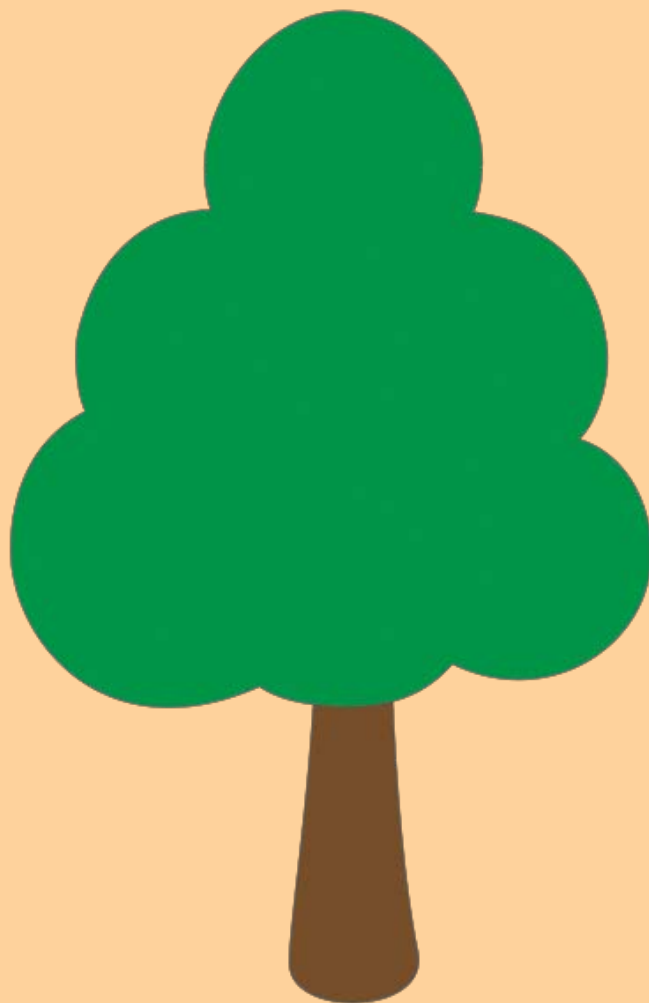
		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
M3: Measurement and Data	Measures and collects data	M3.1(0) Explores objects with different shapes and sizes	M3.1(1) Begins to notice differences in measurable attributes	
		EMERGING	EMERGING	
M4: Patterns, Sorting/ Classifying, Reasoning	Uses patterns, sorting, classifying, and reasoning	M4.1(0) Shows interest in auditory, visual, and tactile patterns	M4.1(1) Follows patterns in songs, movements, and routines	
		EMERGING	M4.2(1) Forms sets of like items	
		EMERGING	EMERGING	



M4: Patterns, Sorting/ Classifying, Reasoning

Our brains are naturally wired to look for patterns that help us make sense of and understand order in the world. Infants and younger toddlers begin developing a sense of patterns as they experience routines and songs. Older toddlers begin to recognize patterns in the environment and sort and match objects into sets with adult support. Three year olds are able to tell what comes next in a familiar pattern, duplicate a simple pattern, and seriate a small group of similar objects. Three year olds also begin to develop problem solving skills and experiment with blocks and solving puzzles. Preschoolers build on these skills, refining them and using them across learning domains.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	M3.1(2) Uses words to describe differences in quantity and length; compares sizes; explores non-standard measurement	M3.1(3) Uses words to describe differences in weight; observes and explores ways to use tools to measure objects	M3.1(4) Describes and compares measurable attributes between groups; measures (standard/non-standard); begins to understand time concepts
	M3.2(2) Chooses preferences for simple graphing activities	M3.2(3) With adult support, collects and records information	M3.2(4) Shows growing abilities to collect, describe, and record information to answer questions
	M4.1(2) Begins to recognize patterns in environment, tells what comes next in daily routines	M4.1(3) Recognizes and duplicates simple patterns; identifies pattern groups; seriates group of like objects	M4.1(4) Duplicates, extends, and creates new patterns; seriates group of like objects in multiple ways
	M4.2(2) Sorts and matches objects into sets with adult support	M4.2(3) Grows in matching, sorting, and classifying by color, shape, and size; classifies by one attribute	M4.2(4) Matches, sorts, and classifies by texture and describes sorting rules; classifies by multiple attributes
	EMERGING	M4.3(3) Uses simple strategies to solve math problems; experiments with puzzles and blocks to create solutions; builds structures to work toward goals	M4.3(4) Uses multiple strategies to solve math problems; solves puzzles; uses blocks to build structures to create solutions; moves through process to reach a goal





Science

Children are natural scientists. We are born with the need to understand our world, and we begin experimenting with our vocalizations and observing what happens. The preschool years are a time of tremendous development, and children do not need to be taught to explore and experiment – they simply must be provided with opportunities. The skill of scientific inquiry enables children to develop other skills they will use across all learning domains for the rest of their lives. Their curiosity is the driving force behind their explorations and as teachers, we support them by providing a wide range of age-appropriate materials and prompts. Children need many opportunities daily to observe, explore, use their senses, make predictions, and use materials to help them make sense of their world.

Children delight in exploring the outdoors, observing seasons and weather, and discovering living things. Providing opportunities to experiment with sound, light, gravity, states of matter, and so forth will allow a child to construct a foundation of scientific knowledge that he can build upon in the future.

Science includes 4 subdomains and goals:

Subdomain	Goal
SC1: Observation and Inquiry	Uses scientific inquiry
SC2: Physical Science	Understands light, sound, force, movement, and matter
SC3: Life Science	Identifies attributes of living and non-living things
SC4: Earth Science and Environment	Recognizes features of earth and sky

SC1: Observation and Inquiry

Young children begin exploring the world using all five senses. They use their bodies as tools to gather information. Infants and toddlers manipulate objects and toys to see how they work and also explore by varying their behaviors or actions toward an object to observe the results. As they begin to speak, older toddlers are able to describe what they are experiencing and connect those observations to previous experiences. They also begin using simple tools in meaningful ways to help them observe. Three year olds begin making simple predictions and plans for further experimentation and begin using tools to gather information to apply to future learning. Preschoolers use the steps of the scientific inquiry process to purposely explore, seeking answers to questions they ask. They make and explain observations and draw conclusions based on experiments and past experience.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
SC1: Observation and Inquiry	Uses scientific inquiry	SC1.1(0) Explores objects and world using senses	SC1.1(1) Uses senses to explore/manipulate objects to see how things work	
		EMERGING	SC1.2(1) Uses own body and adults as tools to observe	
SC2: Physical Science	Understands light, sound, force, movement, and matter	SC2.1(0) Observes movement of objects, lights and sounds, and properties of materials	SC2.1(1) Observes movement, explores sounds and properties of materials	



SC2: Physical Science

Infants and toddlers begin observing the physical world by watching how objects move when acted upon. They explore light and sound and discover properties of materials beginning with wet/dry, hot/cold, etc. Older toddlers realize that properties of matter can change (ice melts to water) and explore other ways they can change their physical environment. Three year olds and preschoolers explore changing the speed and direction of objects by using different forces; they also experiment with light, shadows, and different sounds. Preschoolers can describe the processes happening as properties of matter change.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	SC1.1(2) Uses senses; shares what is seen, heard, and touched; makes predictions; observes effects of actions	SC1.1(3) Makes increasingly complex observations, predictions, and plans to investigate	SC1.1(4) Uses steps of scientific inquiry to purposely explore; asks questions and seeks answers; makes predictions based on observations; draws conclusions
	SC1.2(2) Uses simple tools to observe things in the environment	SC1.2(3) Uses simple tools to investigate; groups materials according to features	SC1.2(4) Uses equipment and tools to gather information and investigate; classifies by function
	SC2.1(2) Applies force to objects to observe movement; explores light and sound and how properties of matter can change	SC2.1(3) With help, explores changing speed and direction using different forces; experiments with light and sound; observes how properties of matter can transform	SC2.1(4) With help, predicts and experiments with movement; creates and describes different sounds; explores shadows and light; observes and describes how matter changes forms

SC3: Life Science

Infants are curious about the natural world as living creatures and plants often capture their attention. Younger and older toddlers begin differentiating between plants and animals and become interested in interacting with both. Older toddlers are able to care for living things with adult help and are developing the vocabulary to talk about characteristics of living things—babies and adults—and the difference between living and non-living things. Three year olds are able to identify and compare attributes of living and non-living things and have developed an understanding that all living things have basic needs in order to survive. Preschoolers begin to group and classify living things by features. They also begin to understand and describe life cycles and understand that food chains begin with energy from the sun.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
SC3: Life Science	Identifies attributes of living and non-living things	SC3.1(0) Shows interest and curiosity in natural world	SC3.1(1) Differentiates between plants and animals; identifies some living things by name	
		EMERGING	EMERGING	
SC4: Earth Science and Environment	Recognizes features of earth and sky	EMERGING	SC4.1(1) Notices difference between day and night; identifies sky and things in it	
		EMERGING	EMERGING	

SC4: Earth Science and Environment



Younger and older toddlers notice the difference between day and night and identify and describe things in the sky – sun, moon, stars, and clouds. Older toddlers have developed enough vocabulary to describe the current season and weather conditions with adult help. Three year olds build on this knowledge by describing features of the earth and common weather in the current season. They also become environmentally aware, realizing that we must take care of our world. Preschoolers use previous knowledge to describe and compare seasons and the typical weather conditions associated with each one. Preschoolers actively engage in caring for the environment and conservation.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	SC3.1(2) With help, cares for and tells some characteristics of living things; notices similarities between babies and adults, living and non-living	SC3.1(3) Compares attributes and properties of living and non-living things; sees changes over lifespans; knows basic needs of living things (food, water, shelter)	SC3.1(4) Groups, classifies, and compares living and non-living things; describes life cycles; basic needs of living things (food chains, sun energy, habitats)
	EMERGING	SC3.2(3) Shows respect for living things	SC3.2(4) Shows respect and cares for living things
	SC4.1(2) With help, describes things in day and night sky; discusses current season and weather	SC4.1(3) Describes features of earth and sky; describes common weather in current season	SC4.1(4) Compares seasons; describes weather and how it changes daily; describes effects of sunlight
	EMERGING	SC4.2(3) Begins to understand people share environment with people, animals, plants, and we must care for it	SC4.2(4) Engages in caring for the environment and conservation





Social Studies

Social studies is the study of the history, geography, people and cultures, and government and economic systems of our world. The foundation of this knowledge is established early in a child’s life, beginning at home as they learn about themselves, their family culture, and their role within their family structure. Children go to school and learn about their role as a student and being a responsible citizen in the classroom, and finally apply this information to becoming a responsible citizen in their communities. As children mature, teachers can help them develop a sense of fairness and an understanding of rules and why we have them.

The easiest way for children to learn about history is through games, stories, songs, national holiday celebrations, and historical events. Teachers can plan activities with historical or cultural significance to help children attach learning to past experiences, so they can then understand the events going on around them in the present.

Social Studies includes 4 subdomains and goals:

Subdomain	Goal
SS1: History and Events	Understands time and historical events
SS2: Geography and Symbolic Representation	Appreciates people and the environment
SS3: Culture, Family, and Community	Relates culture, family, and community
SS4: Government, Economics, and Technology	Knows about government, economic systems, and technology

SS1: History and Events

Children birth to three do not have a concept of the past, but they do understand routines and events. When a change in routine occurs, younger toddlers will take notice and older toddlers can tell what comes next in a schedule. Older toddlers participate in holiday, cultural, and birthday events and are beginning to understand why these events occur. Three year olds are beginning to show an awareness of time and sequence of events concepts and are able to describe recent past events and identify some annual celebrations. Preschoolers are able to follow, predict, and explain the time and sequence of events, including calendars and creating simple timelines. They are also able to describe events in American history.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
SS1: History and Events	Understands time and historical events	EMERGING	SS1.1(1) Responds and reacts to changes in routine	
		EMERGING	EMERGING	
SS2: Geography and Symbolic Representation	Appreciates people and the environment	EMERGING	EMERGING	

SS2: Geography and Symbolic Representation

Older toddlers and three year olds recognize familiar places and are eventually able to describe features in and around their environment at home and at school. Three year olds begin using blocks and other materials to represent people, places, and things in the environment. In preschoolers, this progresses to describing the geography of their homes, schools, and communities and identifying symbols and landmarks such as the US flag. Preschoolers are also capable of creating simple maps.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	SS1.1(2) Understands and follows daily routine; tells what comes next	SS1.1(3) Shows awareness of time and sequence of events and routines; uses time-related terms; begins to understand change over time	SS1.1(4) Follows, predicts, and explains time and sequence of events; interacts with calendars; creates simple timelines
	SS1.2(2) Participates in holiday, cultural, and birthday celebrations	SS1.2(3) Describes recent past events, annual holidays, birthdays, and cultural celebrations	SS1.2(4) Describes historically significant events and observances in American history
	SS2.1(2) Recognizes some familiar places; finds toys in familiar places	SS2.1(3) Describes things in environment at school and home; builds roads and houses with blocks; begins to represent people, places, things in drawings	SS2.1(4) Describes geography of places; identifies familiar symbols and landmarks; makes simple maps

SS3: Culture, Family, and Community

Infants and toddlers listen and respond to music and rhymes from various cultures, participating in activities surrounding them. They are beginning to cultivate a sense of self and by 36 months have an understanding of their own characteristics (name, age, physical traits) and family roles and what family members do during the day. Preschoolers appreciate their family culture and identify themselves as a part of the family and community. They describe differences in culture, family roles, and the roles of various community helpers.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
SS3: Culture, Family, and Community	Relates culture, family, and community	SS3.1(0) Listens and responds to music from own culture and others	SS3.1(1) Listens and responds to music and rhymes from various cultures	
		SS3.2(0) Hears and responds to own name	SS3.2(1) Hears and responds to own name and those of family members; notices family, age, and physical traits	
		EMERGING	EMERGING	
SS4: Government, Economics, and Technology	Knows about government, economic systems, and technology	EMERGING	SS4.1(1) Responds to redirection or simple instructions	
		EMERGING	EMERGING	
		EMERGING	SS4.3(1) Uses trial and error to explore simple mechanisms on toys	

SS4: Government, Economics, and Technology



Children develop a sense of rules at an early age as adults redirect their behavior. As older toddlers carry out classroom responsibilities they understand what it means to be part of a community. As three year olds mature, they become aware of rules at home, in class, and their community, and understand fairness. Preschoolers recognize money is needed and adults have jobs to make money. Children also develop technological awareness by exploring mechanisms on toys and later using technology and media with adult assistance.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	SS3.1(2) Participates in rhymes, music, stories, and activities from various cultures	SS3.1(3) Shows appreciation of family, cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community	SS3.1(4) Shows awareness of diverse cultural backgrounds; appreciates arts, music, and world culture
	SS3.2(2) Understands own characteristics (name, age, gender, traits)	SS3.2(3) Understands family roles, relationships, rules, and chores	SS3.2(4) Describes family roles, relationships, and rules; learns phone number and address
	SS3.3(2) Discusses or role plays family jobs	SS3.3(3) Recognizes and identifies some community helpers and parents' jobs; role plays jobs in play	SS3.3(4) Describes roles of community helpers and parents' jobs; role plays wide variety of jobs in play
	SS4.1(2) With help, carries out class responsibilities and jobs; follows rules	SS4.1(3) Follows class, home, and community rules with help; tells why rules are important	SS4.1(4) Recognizes community rules; talks about rules and consequences, rights of self and others and fairness; growing awareness of governance and democracy
	SS4.2(2) Knows money/ payment is needed to buy things, people have needs, and businesses provide goods/services	SS4.2(3) Understands adults work for money to pay for things; awareness of difference between needs and wants	SS4.2(4) Knows payment comes in different forms; differentiates between needs and wants and explains how they fulfill them
	SS4.3(2) Uses everyday technology with help	SS4.3(3) Uses familiar technology; tries unfamiliar technology with help	SS4.3(4) Uses technology for variety of purposes with help





Social-Emotional

The Social-Emotional domain includes children learning about themselves and their feelings, as well as building relationships with others and learning to self-regulate. Social-emotional development influences a child’s progress in every other domain. Developing a positive self-concept builds confidence and enables children to try new things. Confidence will assist children in future problem solving and working toward goals. Children who develop a positive self-concept are also more likely to have fewer trust issues and more positive relationships with adults and peers. Developing relationships helps children feel a sense of belonging to groups: family, classroom, community, etc.

The relationships infants and toddlers build with trusted adults lay the foundation for relationships they will develop with peers as they grow. Through relationships, children learn to care for one another and that others care for them. This knowledge helps them cope with the stress and pressures of life as they get older.

During the first five years, children begin to learn about regulating their feelings and emotions. Adults provide much of the guidance for this development, though children learn by observing peers as well. By the time children reach kindergarten, they are able to consider the social standards of a situation before responding to the emotions or actions of others.

Social-Emotional includes 4 subdomains and goals:

Subdomain	Goal
SE1: Self-Awareness and Self-Concept	Understands and appreciates self
SE2: Trust and Relationships	Develops trust and relationships
SE3: Feelings and Emotions	Understands feelings and emotions
SE4: Self-Regulation	Regulates behavior

SE1: Self-Awareness and Self-Concept

Infants gradually develop an awareness of self as separate from others, learning to respond to their own name, show preferences for people and objects, and take pleasure in things they do. Younger and older toddlers become more aware of their bodies and begin using pronouns and their own name to refer to themselves. Three year olds and preschoolers continue to develop self-concept, recognizing similarities and differences such as gender, cultural identity, and characteristics. They are confident and aware of the skills they are developing. Preschoolers show interest and respect for the work of others and take pride in cleaning up their play area independently.

		Infants 0-12 months	Young Toddlers 9-18 months
Subdomain	Goal		
SE1: Self-Awareness and Self-Concept	Understands and appreciates self	SE1.1(0) Develops awareness of self as separate from others	SE1.1(1) Becomes more aware of own body; recognizes self in mirror
		SE1.2(0) Prefers familiar people and objects	SE1.2(1) Expresses food, object, and texture preferences
		SE1.3(0) Shows pleasure in own accomplishments	SE1.3(1) Shows things they have done; attempts independence, but seeks help
SE2: Trust and Relationships	Develops trust and relationships	SE2.1(0) Responds differently to familiar or unfamiliar adults	SE2.1(1) Looks to familiar adults about how to respond; shows attachment
		SE2.2(0) Responds and shows awareness of other children	SE2.2(1) Shows interest in and responds to other children



SE2: Trust and Relationships

Infants begin showing trust by responding differently to familiar and unfamiliar adults. They participate in activities that build relationships with familiar adults and show awareness of other children. Younger and older toddlers look to trusted adults for guidance and begin responding and interacting with other children. Threes and preschool children interact comfortably with familiar adults, seeking help from a widening group in trusted roles. They nurture friendships and participate in group play appropriately, even trying to resolve conflicts.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	SE1.1(2) Shows awareness of some characteristics and things they can do	SE1.1(3) Describes self and things they can do; understands being part of family or classroom; says first and last name	SE1.1(4) Recognizes similarities between self and others; develops positive self-image; says full name
	SE1.2(2) Chooses favorite foods, objects, and activities	SE1.2(3) Expresses preferences; chooses activities that come easily	SE1.2(4) Expresses preferences and opinions; makes choices
	SE1.3(2) Shows confidence in increasing abilities; attempts independence	SE1.3(3) Shows awareness of abilities and interest in others' work; cleans play area with prompting	SE1.3(4) Shows confidence in abilities and interest; respect for work of others; takes pride in cleaning up
	SE2.1(2) Seeks ways to find comfort in new situations; shows emotional attachment to others; seeks comfort items	SE2.1(3) Interacts with familiar adults and less familiar adults; accepts guidance	SE2.1(4) Seeks help and approval; uses appropriate behavior with adults
	SE2.2(2) Begins to interact with other children; prefers some children to others; begins to develop relationships	SE2.2(3) Interacts with multiple children; forms special friendships; participates in group play; accepts help to solve conflicts	SE2.2(4) Participates as member of a group, cooperating, and playing with others; resolves some conflicts

SE3: Feelings and Emotions

Infants respond to the feelings of other children and are able to express emotions related to their basic needs. Younger and older toddlers begin showing concern for others and recognize their feelings and emotions as they attempt comforting techniques. They begin to develop vocabulary for expressing feelings and start to manage outbursts with adult help. Threes and preschoolers demonstrate the ability to help others and explore emotions through play. They are able to label emotions and provide reasoning for feelings expressed and strategies for dealing with negative emotions.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
SE3: Feelings and Emotions	Understands feelings and emotions	SE3.1(0) Responds to other children's feelings and emotions	SE3.1(1) Begins to show concern for others	
		SE3.2(0) Expresses emotions related to basic needs	SE3.2(1) Expresses wide range of emotions related to problem or conflict	
SE4: Self-Regulation	Regulates behavior	SE4.1(0) Accepts comforting from familiar adults; self-soothes	SE4.1(1) Shows increasing regulation in routines and activities with familiar adults	



SE4: Self-Regulation

Self-regulation begins with infants developing the ability to accept comforting from a familiar adult and eventually learning to self-soothe. Younger and older toddlers become accustomed to routines as they learn to accept daily activities without issue. Older toddlers find comfort in routines and show an increased ability to cope with stress. Threes and preschoolers are working on independence skills, exhibiting increased self-direction and the ability to control their behavior. They can calm themselves and share their strategies for calming with others.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	SE3.1(2) Recognizes feelings of others; tries to comfort others	SE3.1(3) Acknowledges emotions and feelings of others; may offer to meet needs of others	SE3.1(4) Shows empathy and caring for others; responds to others emotions appropriately
	SE3.2(2) Learns social skills and words for expressing feelings, needs, and wants; manages outbursts with help	SE3.2(3) Explores emotions through play, art, music, and dance; provides reasons for feelings	SE3.2(4) Recognizes and describes wide range of emotions in self and others; gives strategies for dealing with negative emotions
	SE4.1(2) Begins to show self-regulation, ability to cope with stress; self-soothes with adult support	SE4.1(3) Demonstrates increasing self-direction, independence, and control; handles transitions	SE4.1(4) Manages behavior; shows age-appropriate self-regulation; considers social standards before responding to others' emotions



Approaches to Learning



All children are born with a natural curiosity about our world and the things in it, but every child has a different way of learning. The Approaches to Learning domain describes the ways in which children approach learning through creative thinking, problem solving, and reasoning. It also addresses the attitude of the child as he approaches learning – curiosity, taking initiative, and risk-taking. This domain considers the ability of the child to attend, remain engaged, and to persist when a task becomes challenging. Finally, Approaches to Learning considers how children use past experience to help them make decisions about what to do next.

It is important for teachers to understand that children will approach learning situations in ways that reflect their preferred learning styles. Some children will be eager to try a new activity, employing a hands-on approach. Other children may simply watch another child to learn about the new activity. However a child decides to approach a learning situation, teachers should be prepared to provide support and guidance that will help the child be successful.

Approaches to Learning includes 4 subdomains and goals:

Subdomain	Goal
AL1: Curiosity, Initiative, and Risk-Taking	Shows curiosity, initiative, and risk-taking
AL2: Creative Thinking, Problem-Solving, Reasoning	Uses creative thinking, problem-solving, and reasoning
AL3: Attention, Engagement, and Persistence	Shows attention, engagement, and persistence
AL4: Memory and Reflection	Uses memory and reflection

AL1: Curiosity, Initiative, and Risk-Taking

From the moment they are born, infants use their senses to take in and explore their immediate environment. Younger and older toddlers continue this exploration as they gain mobility and the communication skills to ask questions. Three year olds are eager to participate and join play events and enjoy trying new activities independently. Preschoolers show creativity and inventiveness in their play experiences and demonstrate their inquisitiveness by asking lots of questions about things that interest them.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
AL2: Creative Thinking, Problem-Solving, Reasoning	Shows curiosity, initiative, and risk-taking	AL1.1(0) Uses senses to explore immediate environment	AL1.1(1) Shows interest, curiosity, and eagerness in exploring; shows awareness of colors, etc.	
		EMERGING	AL2.2(1) Recognizes cause and effect relationships	
		EMERGING	EMERGING	

AL2: Creative Thinking, Problem-Solving, Reasoning



Infants begin using creative thinking and problem-solving as they attend to objects and make plans to reach for and grasp them. They enjoy playful interactions and respond with smiles and giggles. Younger and older toddlers play with new objects in different ways and use objects to complete a task or reach a goal. They begin recognizing cause and effect relationships and explore different ways to interact with objects. Older toddlers begin employing simple strategies to solve a problem. Threes and preschoolers enjoy participating creatively in play and act out stories and scenarios. They enjoy humor and may tell jokes. They continue to explore cause and effect relationships and begin making plans and employing new strategies to solve problems.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	AL1.1(2) Asks questions; tries new activities with adult prompting	AL1.1(3) Shows willingness to participate; eager to join play; tries new activities	AL1.1(4) Shows creativity and inventiveness in play; shows inquisitiveness about subjects; eager to join/initiate play
	AL2.1(2) Uses materials in new ways to reach goal; uses play to express creativity; enjoys jokes	AL2.1(3) Generates ideas in play; creates imaginative stories; attempts joke-telling	AL2.1(4) Participates creatively in play situations; changes words in sentences to employ humor
	AL2.2(2) Asks questions to seek information; explores cause and effect by repeating actions	AL2.2(3) Asks more complex questions; makes comparisons; explores cause and effect relationships	AL2.2(4) Gathers information and asks complex questions to understand a concept; makes and explains comparisons; uses cause and effect reasoning
	AL2.3(2) Tries several strategies to solve problems	AL2.3(3) Begins to think problems through; makes simple plan with help	AL2.3(4) Uses new strategies to solve a problem; generates ideas and shares best solution; makes a plan before task

AL3: Attention, Engagement, and Persistence

The amount of attention, engagement, and persistence a child shows in any activity increases as the child grows older. Infants are able to pay attention to people, objects, and sounds and understand that some actions, when repeated, will produce the same desired results. Younger and older toddlers are able to attend for longer periods of time, repeating difficult tasks to eventually complete them. Threes and preschoolers will attend to tasks, even when challenged, and will seek help when needed. They are able to ignore some interruptions and stay engaged to complete a task.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
AL3: Attention, Engagement, and Persistence	Shows attention, engagement, and persistence	AL3.1(0) Pays attention to people, objects, and sounds	AL3.1(1) Stays attentive for more time; repeats tasks to master them	
AL4: Memory and Reflection	Uses memory and reflection	AL4.1(0) Recognizes people, places, and things	AL4.1(1) Shows ability to acquire and process new information; achieves object permanence	



AL4: Memory and Reflection

Infants quickly develop the ability to recognize familiar people, places, and things. Object permanence begins to develop during the first year which leads to the ability for younger toddlers to search for missing or hidden objects and older toddlers understanding where things are kept in their environment. Older toddlers are able to learn and use information in new situations which leads to the ability to understand and play games. Threes and preschoolers are able to recall and apply knowledge and past experiences to help them in a new situation and are learning to employ strategies in memory games.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	AL3.1(2) Finishes self-selected tasks	AL3.1(3) Attends to tasks even when challenged	AL3.1(4) Works at a task despite problems, distractions, or interruptions; works independently; seeks help when needed
	AL4.1(2) Recalls information in new situations; remembers where a toy was put away	AL4.1(3) Recalls and applies routine knowledge; plays memory games	AL4.1(4) Reflects and applies knowledge of past experiences to new situations; uses strategy during memory games



Physical Development and Health

The Physical Development and Health domain focuses on the child’s physical development, including nutrition, gross and fine motor skills, safety, and self-care. Children’s health impacts their ability to learn in all domains. A child who exhibits overall good health (visual, auditory, dental, adequate sleep habits, etc.) will be able to grow and learn. Children who do not have adequate nutrition will have health issues that can impact their development in all learning domains.

From grasping and rolling to gaining mobility, children steadily develop the ability to balance and coordinate their body movements. Providing safe, developmentally appropriate gross and fine motor activities will help children gain the motor skills they need to be successful in kindergarten.

This domain also includes children learning self-help skills such as toileting, brushing teeth, using tissues appropriately, dressing and undressing, etc. Safety awareness also fits into this learning domain. Children gradually move from the caregiver providing assistance with all of these needs to independently carrying out many of these skills before they reach kindergarten.

Many states include learning indicators for children to receive regular check-ups with their healthcare providers. The FELDC does not include indicators for these types of activities, as they cannot be assessed and are out of the range of the curriculum. Primary caregivers should be encouraged to provide children with well check-ups and screenings for visual, auditory, and dental health in order to prevent illness and to correct any problems early so children maintain healthy growth and development patterns.

Physical Development and Health includes 4 subdomains and goals:

Subdomain	Goal
PD1: Physical Health, Growth	Shows healthy growth and development
PD2: Gross Motor Development	Uses gross motor skills
PD3: Fine Motor Development	Uses fine motor skills
PD4: Safety Awareness and Self-Care	Practices safety and self-care

PD1: Physical Health, Growth

Infants engage with caregivers in play that strengthens limb and core strength, which in turn helps them become mobile toddlers and preschoolers with the ability to participate in exercise, vigorous outdoor play, and games. Healthy growth and development is also dependent on a balanced diet, which starts during infancy with babies exploring a variety of foods with their fingers. Younger and older toddlers should try and consume a wide variety of foods with varying textures as they build an understanding that some foods are better for us than others. As children reach the preschool years, they are able to identify healthy and unhealthy food choices and explain some of the benefits of eating healthy while consuming various tastes, colors, and textures of food.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
PD1: Physical Health, Growth	Shows healthy growth and development	PD1.1(0) Engages in play that develops arm, leg, and core strength	PD1.1(1) Joins in variety of indoor and outdoor play that develops arm and leg strength; tries new games when prompted	
		PD1.2(0) Explores food with hands and fingers; grasps easily handled foods	PD1.2(1) Uses fingers and hands to grasp, eat, and drink from cups	
PD2: Gross Motor Development	Uses gross motor skills	PD2.1(0) Begins to gain mobility and control of body	PD2.1(1) Gains mobility and ability to move from place to place	
		PD2.2(0) Begins to coordinate body movements	PD2.2(1) Coordinates body movements in place	
		PD2.3(0) Begins to control body with balance and flexibility	PD2.3(1) Controls body using balance and flexibility	

PD2: Gross Motor Development



Gross motor development occurs in three skill areas: locomotor, nonmanipulative, which includes flexibility and balance, and manipulative, movement that includes a toy or tool (Graham et. al., 2010). Infants address these three skills by controlling their bodies to gain mobility as they scoot, crawl, pull up, etc. They coordinate body movements to balance, bend, and interact with toys and other objects. Young and older toddlers build on these skills as they move from place to place, exhibiting flexibility and balance while moving and interacting with toys and equipment. Threes and preschoolers refine their mobility, combining all three skill areas, as they move to accomplish a goal, play games, and demonstrate control in purposeful movements.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	PD1.1(2) Joins in variety of moderate to vigorous play activities; tries new games	PD1.1(3) Joins active play and exercise for extended time; develops strength, flexibility, and stamina	PD1.1(4) Joins moderate to vigorous play activities and exercise for extended time; develops strength, etc. while playing on equipment and creating new games
	PD1.2(2) Tries and consumes variety of nutritious foods; knows some foods are better for us than others	PD1.2(3) Identifies healthy and unhealthy foods; tries new foods and expresses preferences	PD1.2(4) Exhibits knowledge about healthy eating, good nutrition, and benefits of healthy diet; tries new foods
	PD2.1(2) Moves body to travel	PD2.1(3) Moves body to travel and play games	PD2.1(4) Refines mobility and moves with a purpose
	PD2.2(2) Coordinates body movements in place to interact with objects and surroundings	PD2.2(3) Coordinates body movements in place with increasing skill	PD2.2(4) Coordinates body movements in place to accomplish a goal
	PD2.3(2) Refines flexibility, balance, and bilateral control during activities	PD2.3(3) Shows and applies increasing flexibility, balance, and bilateral control during activities and games	PD2.3(4) Demonstrates flexibility and bilateral control in purposeful movements

PD3: Fine Motor Development

Fine motor development begins with infants making contact with things using their hands and feet, eventually grasping and transferring objects between their hands. Young and older toddlers manipulate objects to play with them and coordinate eye and hand movements to participate in small manipulative activities and art. Threes and preschoolers refine wrist and finger movements and are able to manipulate clothing fasteners, complete hand-eye activities like stringing beads, and use tools that require strength and dexterity of small muscles such as using scissors and drawing/writing tools.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
PD3: Fine Motor Development	Uses fine motor skills	PD3.1(0) Uses hands and feet to make contact with mouth, etc.; grasps and transfers objects	PD3.1(1) Holds and manipulates objects with both hands (stacking blocks, etc.)	
		PD3.2(0) Uses different actions on objects (kicks, etc.)	PD3.2(1) Coordinates hand and eye movements; controls small objects (utensils, hammers, etc.)	
		EMERGING	EMERGING	
PD4: Safety Awareness and Self-Care	Practices safety and self-care	PD4.1(0) Listens and watches adults for cues of a harmful situation	PD4.1(1) Looks for cues from adults to guide behavior in harmful situations	
		PD4.2(0) Responds well when physical needs are met (diaper changing, etc.)	PD4.2(1) Accepts and is more involved with physical care routines (tooth-brushing, etc.)	

PD4: Safety Awareness and Self-Care



Infants and young toddlers depend on cues from adults to alert them to unsafe situations and to guide their behaviors. Older toddlers and three year olds recognize some harmful situations and begin to avoid these situations. Preschoolers are able to identify and alert others to unsafe situations and are able to follow basic safety and health rules. Infants and toddlers begin to respond appropriately when their needs are met through physical care routines and eventually begin participating actively in these routines. By the time children reach preschool age, they are exhibiting independent self-care in daily routines by dressing/undressing, using tissues, washing hands, etc.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	PD3.1(2) Uses more refined hand and wrist movements (scribbles, etc.)	PD3.1(3) Refines wrist and finger movements (pours from small container without spilling, folds paper, etc.)	PD3.1(4) Uses small, precise hand movements to complete tasks (fastens clothing, etc.)
	PD3.2(2) Uses hands and eyes together to complete tasks requiring some control (large puzzles, thread beads, etc.)	PD3.2(3) Shows growing hand-eye coordination (strings beads, uses lacing cards, etc.)	PD3.2(4) Demonstrates more precise hand-eye coordination; forms more recognizable shapes with playdough, weaves, etc.
	PD3.3(2) Gains control of small muscles while using art media (using scissors to snip, etc.)	PD3.3(3) Uses tools requiring small muscle dexterity (crayons, markers, etc.)	PD3.3(4) Uses tools that require strength and dexterity with moderate control (holds scissors correctly to cut shapes, etc.)
	PD4.1(2) Recognizes some harmful situations with guidance; begins to understand safe and unsafe behavior	PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; follows health and safety rules	PD4.1(4) Identifies and alerts others to harmful items, behaviors, and situations with guidance; identifies safety and health rules
	PD4.2(2) Shows self-care development in physical care routines (hand-washing, etc.)	PD4.2(3) Develops independence in daily self-care routines (dresses and undresses with assistance, etc.)	PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses independently except for difficult fasteners, etc.)





Creative Arts

As children grow, their abilities to express themselves creatively expands, moving from concrete to abstract expression. Creative arts includes visual arts, music, movement and dance, and dramatic play, and children grow in their ability to think creatively, express themselves, and use their imaginations across all learning domains. Creative arts support cognitive growth and provide children an outlet to demonstrate what they know about their world.

Infants are naturally attracted to bright lights, colors, sounds, and textures and as they interact with them, they begin to think creatively. As children mature, they create art that represents things in their lives. They engage in music and movement activities and invent movements of their own. Children use their imaginations to act out community helper roles, scenes from books, and favorite characters. The preschool years are some of the most creative years in a child's life.

It is important to provide an environment that will stimulate the growth of creativity in all children. Children should be encouraged to use materials in their own ways and not those prescribed by a teacher or peers. Plan art experiences that focus more on the process and less on the product. Be sure to offer a wide range of art media, musical instruments, and dramatic play materials and experiences and allow children to plan and carry out their own scenarios.

Creative Arts includes 4 subdomains and goals:

Subdomain	Goal
CA1: Visual Arts	Appreciates the visual arts
CA2: Music	Enjoys music
CA3: Movement and Dance	Participates in movement and dance
CA4: Dramatic Play and Imagination	Engages in dramatic play

CA1: Visual Arts

Infants begin exploring the visual arts through sensory experiences, showing interest in bright, visual stimuli. Young and older toddlers begin exploring art media and develop an interest in photos and art work of self and others. Threes and preschoolers begin creating art with various media that eventually depicts experiences, responds to literature, or demonstrates feelings. Preschoolers appreciate the art of others and will share opinions about likes and dislikes.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
CA1: Visual Arts	Appreciates the visual arts	CA1.1(0) Shows curiosity, exploring art media through senses	CA1.1(1) Uses variety of materials in exploring and creating age-appropriate artwork	
		CA1.2(0) Shows interest in visual stimuli (bright colors, etc.)	CA1.2(1) Shows interest in more complex visual stimuli (photographs, etc.)	
CA2: Music	Enjoys music	CA2.1(0) Responds to and shows interest in musical sounds; explores sounds	CA2.1(1) Expresses pleasure or excitement when listening to music; vocalizes some repeating words in songs	
		CA2.2(0) Responds to and explores musical rhythms through movement	CA2.2(1) Moves body in rhythm with music	



CA2: Music

Infants and toddlers enjoy listening to music and often display pleasure by rocking, clapping, and even vocalizing when music is played. They explore rhythm through moving their bodies with and without instruments. Preschoolers delight in singing songs they know and learning new ones. They are able to echo melodies and appreciate music from different cultures. Preschoolers use instruments to explore, repeat, and create rhythms.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	CA1.1(2) Choose and participates in art activities using different materials	CA1.1(3) Creates art with various media and techniques	CA1.1(4) Creates art using various techniques/colors/textures/shapes across learning domains; depicts experiences and feelings via art
	CA1.2(2) Shows interest in own and others' works of art with prompting	CA1.2(3) Shows interest in others' art and comments with prompting	CA1.2(4) Appreciates art creations of others and art events; shares likes or dislikes
	CA2.1(2) Participates in wide variety of music and songs; sings simple songs	CA2.1(3) Knows and sings songs; employs tone (loud and soft) in songs	CA2.1(4) Uses singing voice to echo short melodies and tone; participates in music across learning domains
	CA2.2(2) Explores musical rhythms through movement with and without instruments	CA2.2(3) Explores musical rhythm, patterns, and beat through movement, instruments, and props	CA2.2(4) Explores, repeats, creates rhythms, patterns, and beats with movements, instruments, and props

CA3: Movement and Dance

Infants gradually gain control of body movements in response to music, songs, and simple games. Younger and older toddlers begin imitating movements and sounds, advancing to performing with others in songs and fingerplays. Threes and preschoolers begin participating in solo and group creative movement activities, eventually designing their own movements, across learning domains.

		Infants 0-12 months	Young Toddlers 9-18 months	
Subdomain	Goal			
CA3: Movement and Dance	Participates in movement and dance	CA3.1(0) Moves body in response to music	CA3.1(1) Imitates some movements and sounds in songs or fingerplays	
CA4: Dramatic Play and Imagination	Engages in dramatic play	CA4.1(0) Moves to act on environment; vocalizes for attention	CA4.1(1) Observes and imitates sounds, gestures, and behaviors	
		EMERGENT	CA4.2(1) Uses dolls and toys as if they were real; engages in pretend play	

CA4: Dramatic Play and Imagination



Infants and toddlers move from vocalizing to get attention to imitating sounds, gestures, and behaviors of others to participate in pretend play, with and without props. Older toddlers begin to use props in new ways while acting out daily routines. Threes and preschoolers participate freely in creative dramatic play across learning domains, using props to represent other objects and assuming various roles in play situations.

	Older Toddlers 16-36 months	3 Year Olds 36-48 months	4 through 5 Year Olds
Indicators			
	CA3.1(2) Moves and dances; performs movements in songs and fingerplays	CA3.1(3) Participates in creative movement activities and dance across learning domains	CA3.1(4) Designs original movements and interpretations
	CA4.1(2) Uses imitation or pretend play to express creativity and imagination	CA4.1(3) Participates in creative dramatic play and make believe across learning domains	CA4.1(4) Shows growing creativity and imagination assuming different roles in play; understands difference between pretend and reality
	CA4.2(2) Uses objects in new ways or pretend play to act out daily routines	CA4.2(3) Uses or makes props to represent another object (box is a boat); acts out familiar roles (teacher)	CA4.2(4) Uses props in more creative ways during play (molds playdough to represent a phone)



Dual Language Learners



To help address our dual language learners (DLLs), FunShine Express has added Dual Language Learners indicators to our Early Learning and Development Continuum. While it is important for DLLs to acquire English so they will be successful students once they reach kindergarten, it is also important to support language development in their home language. The end goals for our DLLs are for them to acquire the ability to comprehend and communicate in both languages by the time they reach kindergarten.

Instead of outlining developmental milestones by age for DLLs, we have identified three levels of progression within each subdomain, because a child may enter a preschool situation at age two or age four and, despite age, be at the beginning level of acquiring English.

Children will likely stay in the Beginning and Middle levels of development while in their preschool years, depending on whether English development is being supported at home and in other areas of the child's life. For more information about supporting language development in Dual Language Learners, see **Implementation Considerations, World Languages and Dual Language Learners** on pages 44-45. We encourage you to read this section and plan on implementing some or all of the practical tips you find there as you begin working with DLL children.

Dual Language Learners includes 2 subdomains and goals:

Subdomain	Goal
DL1: Receptive Language (Listening and Understanding)	Listens to and comprehends language
DL2: Expressive Language (Speaking Second Language)	Communicates with others

DL1: Receptive Language (Listening and Understanding)

Children in the Beginning stage of receptive language development may respond to gestures and simple directions in their home and second languages. You may discover that a child lags behind peers in receptive language in both languages in the beginning, especially if both languages are being used at home and at school. The child is working to learn new kinds of sounds and putting them together to understand spoken words. By the Middle stage of development, children are able to follow simple routine directions in the second language with adult support and are hearing and participating in activities that support finding patterns in language. In the Later stage, children may understand the second language as well as their same-age peers. They are able to follow simple oral directions, respond to texts, and understand conversations with others.

		Beginning	
Subdomain	Goal		
DL1: Receptive Language (Listening and Understanding)	Listens to and comprehends language	DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand words in both languages; listens to picture books	
DL2: Expressive Language (Speaking Second Language)	Communicates with others	DL2.1(B) Uses gestures, expressions, and single words to communicate needs or wants in home language; responds to rhymes/songs by repeating words/phrases	



DL2: Expressive Language (Speaking Second Language)

Children in the Beginning stage of expressive language development may use a combination of gestures, signs, facial expressions, and words from their home language to express their needs and wants. Eventually they will begin using single words in the second language, moving to using a mix of home and second language words to participate in conversations at the Middle stage of development. In the Middle stage, children will begin responding to songs, rhymes, and texts by answering simple questions as a sign of comprehension. In the Later stage of development, children communicate in the second language easier, using more vocabulary and longer sentences. The end of this stage brings DLL children to a place where they may speak the second language as well as their peers.

	Middle		Later
Indicators			
	DL1.1(M) Follows simple routine directions in second language with adult support; participates in rhyming activities; understands some words in simple picture books		DL1.1(L) Follows 1- and 2-step directions in second language with help; gains meaning from texts and conversations
	DL2.1(M) Combines words from home and second language to communicate needs or wants; participates in two-way conversations; responds to text read aloud, songs, and rhymes; answers simple questions with adult support		DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens to/comprehends texts; answers complex questions with support

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