



PRESCHOOL

LEARNING FOUNDATIONS FOR CALIFORNIA PRESCHOOLS

Parent Resource Book

**Designed to Improve
Student Performance
through Communication
and Partnership**

Adapted and Prepared by:

Tehama County Department of Education
and the Eighteen School Districts of
Tehama County, California

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www.tehamaschools.org

Tehama County Department of Education (TCDE) is dedicated to supporting schools and districts as they work to improve student achievement and meet the needs of all learners. The Department provides services and resources to educators, parents, students, and the community. Please visit our website at www.tehamaschools.org for a complete listing of Department offerings. The following programs offer resources that may be especially valuable for parents:

Early Childhood Education Programs

TCDE Early Childhood Education Programs provide leadership and assistance to ensure quality experiences for children ages 0 to 5 years. The goal for these programs is to give young children the tools they need to enter school with a foundation of knowledge and skills that will allow them to be successful throughout their school experience.

Contact: Paula Brown-Almond, Programs Director (530) 528-7343

Prevention Programs

TCDE Prevention Programs provide residents of Tehama County, health and human service agencies, and schools research, materials, and/or technical assistance in the areas of substance abuse and violence prevention, health education, school safety and crisis planning, as well as resiliency and youth development.

Contact: Amy Henderson, Programs Director (530) 528-7357

Safe Education and Recreation for Rural Families - SERRF

SERRF provides a safe, healthy, enriching environment for school children during the after school hours. Homework tutoring, academic enrichment, recreation, social skills development, and prevention activities are all a part of the SERRF Program.

Contact: Karla Stroman, Program Director (530) 528-7392

Special Programs

TCDE provides a wide range of services for children and young adults with special needs. These specialized programs and services are operated at the request of the county school districts, but it is the Individualized Education Plan Team who makes decisions about the type of placement or services a student may be provided.

Contact: Heidi Schueller, Assistant Superintendent of Special Programs and Services (530) 528-7248

Looking For More?

Visit the TCDE website for a wealth of additional information, website links, and other free educational resources...

www.tehamaschools.org

- * **Internet safety information** – teach your children safe browsing skills
- * **Early childhood education** – programs & resources
- * **After school activities** – SERRF program, school finder, sponsored events
- * **Free educational resources** – links to homework help, educational games and other free resources to make learning fun and enriching
- * **Information for parents** – school safety, emergency notifications
- * **School performance information** – learn about the schools in Tehama County



PRESCHOOL LEARNING FOUNDATIONS

For Preschool Children

Dear Parents:

As you read through the Preschool Learning Foundations for the State of California, be reminded that you, as parents, are the most important role model influencing your child's life. As parents, you want your child to be successful in every aspect of his/her life (getting ready for work, school, etc.).

One of the best learning tools is allowing time for your child to play. Most learning happens through play. When children play with you or other children, they learn to resolve problems, respect others, express feelings, and understand the feelings of others. You, as the parent, can encourage play by getting into your child's world. Sit down and carry on a conversation at your child's eye level. Allow your child to initiate and direct the play. You can help by listening to your child; observing and noticing your child's strengths, building on these strengths, and helping your child feel confident in what he/she does.

By playing with your child, you will feel more confident that you know his/her needs and understand his/her thinking. A loving, compassionate environment is the best environment for learning.

Why Foundations for Preschoolers?

Why Foundations?

With the adoption of K-8 "research-based" Content Standards, California is stating explicitly the skills that students need to learn at each grade level (kindergarten through grade twelve). Student mastery of these Content Standards will mean that our schools will be equal to those in the best educational systems in other states and nations.

For **preschool** children, the state has published the Preschool Learning Foundations, a list of concepts three and four-year-old children should learn as they prepare for a successful educational experience. These Foundations provide preschool children with a strong social-emotional and cognitive foundation that is vital for future school success; supporting children as they strive to realize their true potential.

Goals for your Child's Education

The goal for each child in grades K-12 is to show progress in his/her learning from grade-to-grade, as measured by the State Content Standards assessment (STAR). This progress should include reading on grade level by third grade, understanding basic math concepts, and demonstrating the ability to express one's self through written and oral forms of communication.

To track each preschool child's progress on the Foundations, state preschools use the "Desired Results Developmental Profile-Revised," measuring the child's development by identifying his/her developmental level (exploring, developing, building, and integrating) on each assessment item.

GEOMETRY

1.0: Children Begin to Identify and use Common Shapes in their Everyday Environment

1.1	Identifies, describes, and constructs a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	Measure 24: Integrating
1.2	Combines different shapes to create a picture or design.	Measure 24: Building

2.0: Children Begin to Understand Position in Space

2.1	Identifies positions of objects and people in space.	Not addressed in the DRDP-R
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MATHEMATICAL REASONING

1.0: Children Use Mathematical thinking to Solve Problems that Arise in their Everyday Environment

1.1	Identifies and applies a variety of mathematical strategies to solve problems in their environment.	Measure 20: Integrating
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2.3	Understands that putting two groups of objects together will make a bigger group, and the group can be taken apart into smaller groups.	Measure 23: Integrating
2.4	Solves simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	Measure 23: Integrating

ALGEBRA AND FUNCTIONS

1.0: Children Begin to Sort and Classify objects in their Everyday Environment

1.1	Sorts and classifies objects by one or more attributes into two or more groups.	Measure 26: Developing
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2.0: Children Begin to Recognize simple, repeating Patterns

2.1	Recognizes and duplicates simple repeating patterns.	Measure 28: Developing
2.2	Begins to extend and create simple repeating patterns.	Measure 28: Integrating

MEASUREMENT

1.0: Children Begin to Compare and Order Objects

1.1	Compares two objects by length, weight, or capacity, directly or indirectly.	Measure 27: Developing/Building
1.2	Orders four or more objects by size.	Not addressed in the DRDP-R
1.3	Measures length using multiple duplicates of the same-size concrete units laid end to end.	Measure 27: Building

How to Use this Parent Handbook

Use this handbook as a guide to your child's preschool education by:

- Reading the Foundations your child should during his/her preschool years.
- Helping your child learn the different Foundations by doing the suggested Home Activities and providing instruction.
- Tracking your child's progress during the year using the "Desired Results Developmental Profile-Revised" assessment tool. (See page 25)
- Taking this Handbook with you when talking with your child's preschool teacher and/or day care provider.

Parent Handbook Components

This document contains:

- Expected Learning for Preschool Children, written as Preschool Learning Foundations for Social Emotional Development, Language Arts, and Mathematics.
- Home Atmosphere Suggestions for incorporating an atmosphere centered around learning for all family members.
- Home Activities for reinforcing and supporting your child's social- emotional development and knowledge in English/ language arts and mathematics.
- Desired Results Developmental Profile-Revised monitoring tool to record your child's progress throughout his/her preschool years.

Atmosphere at Home

To provide a strong educational background for your child, you are encouraged to:

1. Set up a daily routine by:

- Providing time each day to read with your child.
- Watching TV less than two hours per day.
- Providing an area in your home that allows your child to play with and use writing materials.
- Providing opportunities for your child to use creative art materials (e.g., paint, glue, scissors, paper scraps, tape).
- Establishing a consistent bedtime routine (e.g., brush teeth, bath, storytime).

Daily routines help children feel secure by knowing what comes next and what is expected. If the routine is going to change, make sure you let your child know in advance by saying, "We will be going to the store after school today" or "Dinner will be ready in five minutes."

2. Develop responsibility by:

- Talking and including your child in your family's every day routines (e.g., cooking meals, taking care of animals, cleaning up the house).
- Having your child complete a specific daily chore around the house, making sure that you acknowledge his/her accomplishment.
- Encouraging your child to use appropriate manners (e.g., please, thank you). Remember your child learns manners by watching your manners.

3. Be involved in your child's preschool/child care community by:

- Talking daily with your child's teacher/care provider about your child's day.
- Asking your child about a specific event that took place during school today.
- Contacting your child's teacher when questions arise.
- Spending time in your child's classroom.
- Attending preschool/child care functions (e.g., Children's Fair).
- Attending/participating in monthly parent meetings.

Correlation of Foundations with DRDP-R MATHEMATICS

AROUND 60 MONTHS OF AGE

Preschool Learning Foundations	DRDP-R
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NUMBER SENSE

1.0: Children Begin to Understand Number and Quantities in their Everyday Environment

1.1	Recites numbers in order to twenty.	Not addressed by DRDP-R
1.2	Recognizes and knows the names of some written numerals.	Measure 22: Developing
1.3	Identifies, without counting, the number of objects in a collection of up to four objects.	Measure 22: Developing
1.4	Counts up to ten objects using one-to-one correspondence.	Measure 22: Integrating
1.5	Understands that the number name of the last object counted to represents the total number of objects in the group.	Measure 22: Integrating

2.0: Children Begin to Understand Number Relationships and Operations in their Everyday Environment

2.1	Compares by counting/matching two groups of up to five objects and says, "more," "same as," or "fewer."	Measure 23: Integrating
2.2	Understands that adding one or taking away one changes the number in a small group of objects by exactly one.	Measure 23: Integrating

1.3	Uses accepted language/style during communication with familiar and unfamiliar adults/children.	Measure 14: Integrating
1.4	Uses language to construct extended narratives.	Measure 14: Integrating

2.0: Vocabulary

2.1	Uses an increasing variety of accepted words for objects, actions, and attributes.	Measure 12: Developing
2.2	Uses accepted words for categories of objects encountered in everyday life.	Measure 14: Building
2.3	Uses simple and complex words that describe relations between objects.	Not addressed in the DRDP-R

3.0: Grammar

3.1	Uses increasingly complex and longer sentences to communicate ideas including sentences that combine two or three phrases.	Measure 12: Developing
3.2	Uses age appropriate grammar.	Measure 12: Developing
		Measure 14: Developing

4. Strengthen communication with your child by:

- Spending one-on-one time with your child on a regular basis (e.g., talking, reading, listening, playing together)
- Sharing area resources (e.g., parks, libraries, monuments, museums).
- Establishing/enforcing reasonable consequences for behavior.

Home Activities for Social-Emotional Development

Self

- Together look at photos of your child from when he/she was born until current. Make a photo book together. Talk with your child about how his/her appearance has changed and what he/she could do at different ages.
- After being with your child somewhere, ask what he/she liked about it (e.g., movie, walk, picnic).
- Communicate with your child about individual likes, dislikes, and preferences.
- Have your child be responsible for dressing him/herself, brushing his/her own teeth, etc.
- Allow time for the child to share his/her day with you. When listening, bend down to his/her level and be attentive and interested.
- Model self-control by sharing your thoughts and feelings. (e.g., When the shovel dropped on my toe I wanted to scream. I decided it would be best to take a couple of deep breaths to help me calm down.)
- Model and talk about thoughtful acts of caring and compassion. (e.g., Make a get well card for a sick friend or family member.)
- Acknowledge when other family members are happy, sad, angry, or frightened. Allow your child to express these feelings.
- Read books about families and cultures that are different and similar to your own. Discuss these similarities and differences with your child. Ask your child what he/she notices.

- Foster creative thinking by asking your child questions such as: "Can we think of another way to do this? What do you think will happen if we ___?"
- Encourage your child to have perseverance (not give up). Give support when your child is trying something new or challenging, do not do it for him/her.

Social Interaction

- Take part in your child's play time (e.g. Get a box and build a spaceship or a car with your child.) Encourage your child to use his/her imagination.
- Schedule time each day to sit and have conversations with your child.
- Schedule a play date for your child with other children.
- When your child has a problem with another child and they come to tell you about it, lead them back to the situation and encourage and support your child toward solving the problem.
- Play "What if" games with your child. "What if" another child pushes you off a tricycle? What would you do? Role play "What if" situations with your child trying out different solutions and outcomes.
- Establish consistent routines and guidelines with your child. Take pictures of the different parts of your child's day and post them at your child's eye level. This helps your child to establish a visual image of his/her day and security in knowing what comes next and to prepare for special events.
- Give your child insight into your ethical thought process. (e.g., I really want to go shopping right now, but I promised your dad that I would wash the car. I know, let's wash the car first and then go shopping?)
- Praise your child for making good choices. (e.g., saying, "I am really proud of you for picking up your toys after you were finished playing with them.")

4.0: Comprehension and Analysis of Age-Appropriate Text

4.1	Demonstrates knowledge of details in a familiar story.	Measure 29: Integrating
4.2	Uses information from informational text in a variety of ways.	Measure 29: Integrating

5.0: Literacy Interest and Response

5.1	Demonstrates, with increasing independence, enjoyment of literacy and literacy-related activities.	Not addressed in the DRDP-R
5.2	Engages in more complex routines associated with literacy activities.	Not addressed in the DRDP-R

Preschool Learning Foundations	DRDP-R
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WRITING

1.0: Writing Strategies

1.1	Adjusts grasp and body position for increased control in drawing and writing.	Measure 31: Building
1.2	Writes letters or letter-like shapes to represent words or ideas.	Measure 31: Developing
1.3	Writes first name correctly.	Measure 31: Integrating

LISTENING AND SPEAKING

1.0: Language Use and Conventions

1.1	Uses language to communicate with others in both familiar and unfamiliar social situations.	Measure 15: Building/ Integrating
1.2	Speaks clearly enough to be understood by adults and children.	Measure 15: Building/ Integrating

Correlation of Foundations with DRDP-R
ENGLISH/LANGUAGE ARTS
AROUND 60 MONTHS OF AGE

Preschool Learning Foundations	DRDP-R
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Reading

1.0: Concepts About Print

1.1	Displays appropriate book-handling behaviors.	Measure 32: Building
1.2	Understands that print is something that can be read and has specific meaning.	Measure 32: Building

2.0: Phonological Awareness

2.1	Orally blends and deletes words and syllables without support from pictures or objects.	Measure 33: Integrating
2.2	Orally blends onsets, rhymes, and phonemes of words and orally deletes onsets of words without support from pictures or objects.	Measure 33: Integrating

3.0: Alphabetics and Word/Print Recognition

3.1	Recognizes own name or other common words in print.	Measure 30: Integrating
3.2	Matches more than half of the uppercase and lowercase letter names to their printed form.	Not addressed in the DRDP-R
3.3	Begins to recognize that letters have sounds.	Measure 30: Building

Relationships

- Take time to have one-on-one quiet time with your child, reading a book, playing a game, sharing some cocoa, or having a conversation.
- Take time each day to listen to your child. Statements such as, “tell me more” and “then what happened” shows your child that you are interested and promotes your child’s language development.
- When leaving your child with others, inform him/her when you are leaving and when you will be back. Leaving a family picture or treasured toy with your child sometimes eases this transition.
- Set the example for your child about how to greet someone. For example, ask your child, “How are you doing today?” Encourage your child to respond and ask the same question in return.
- Foster your child’s relationships with extended family members and friends by encouraging your child to paint pictures, write notes, make phone calls, and share stories with others as well as invite family and friends to events and to your home.

Home Activities for English/Language Arts

Reading

- Make reading part of your child's daily routine. Make this a magical time where the joy of reading is expressed and enjoyed by both you and your child.
- Don't just read books, discuss the books with your child, ask questions, change the ending, create voices for different characters, and act out the books.
- Children love to have their favorite books read over and over again. Read them over and over again!
- When reading, discuss the characters, feelings, and what happened in the beginning, middle, and end of the story.
- Read factual books. This helps your child learn about his/her world and these books are usually rich with vocabulary.
- When reading books with your child, introduce the vocabulary of books; author (writes the words), illustrator (creates the pictures or takes the photos), title, front, back, and spine of the book.
- Model reading by pointing to the words as you read. This helps your child recognize that print is read from left to right, top to bottom, and the idea that these words carry meaning.
- Create a "My favorite Words Dictionary" with your child. Cut pictures from favorite food containers or magazines and glue them onto paper or index cards. Write the name of the object to the left of the object.
- Play the game, "How many claps (syllables) in the word apple, ap-ple, (2)." Try a variety of words such as cat, mother, dad-dy, di-no-saur, etc.
- Play word puzzles. Tell your child you are going to take apart a word and you want him/her to put it back together. (e.g., dog (pause) house. If we put those words together what do we get? Doghouse!)
- Play word puzzles. Tell your child you are going to say a word and you want him/her to tell you what the word is when we take away part of the word. (e.g., Say "doghouse." Then say, "What word do I get if I say the word doghouse without the word house?" (dog)
- Play I-Spy. Say, "I spy a d (pause) dog." The child looks around and points and/or names the dog. Great game to play anywhere!

4.0: Cooperation and Responsibility

4.1	Has a growing capacity of self-control and motivated to cooperative in order to receive adult approval.	Measure 9: Building/ Integrating
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Relationships

1.0: Attachment to Parents

1.1	Takes greater initiative in seeking support from primary family attachments.	Measure 4: Building
1.2	Contributes to positive mutual cooperation with primary family attachment figures.	Measure 4: Integrating
1.3	Comfortably departs from family attachment figures. Also, maintains well-being during the day.	Not addressed by the DRDP-R

2.0: Close Relationships with Teachers and Caregivers

2.1	Takes greater initiative in seeking support of teachers and caregivers.	Measure 4: Building
2.2	Contributes to positive mutual cooperation with teachers and caregivers.	Measure 4: Integrating

3.0: Friendships

3.1	Friendships are more reciprocal, exclusive, and enduring.	Measure 5: Integrating
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5.0: Initiative in Learning

5.1	Takes greater initiative in making new discoveries, identifying new solutions, and persists in trying to figure things out.	Measure 16: Integrating
		Measure 17: Integrating
		Measure 19: Building

Social Interaction

1.0: Social Interaction

1.1	Participates in longer interactions with familiar adults and takes greater initiative in social interactions.	Measure 4: Building
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2.0: Interaction with Peers

2.1	More actively and intentionally cooperates with each other.	Measure 6: Integrating
		Measure 11: Integrating
		Measure 21: Integrating
2.2	Creates more complex sequences of pretend play involving planning, coordination of roles, and cooperation.	Measure 6: Integrating
		Measure 21: Integrating
2.3	Negotiates with each other and increasingly uses words to respond to conflict.	Measure 7: Building/ Integrating

Preschool Learning Foundations	DRDP-R
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3.0: Group Participation

3.1	Participates positively and cooperatively as group members.	Measure 6: Integrating
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- Play word games where you try to find objects or name objects that all start with the same sound. (e.g., ball, boat, bag).
- Go “word” fishing. Purchase foam letters for your child to name and find in the bathtub. Add some more fun by purchasing a small fishing net and encouraging your child to “net” specific letters. The letters in your child’s name is a great place to start.
- Write your child’s name on paper and cut it apart. Invite your child to put his/her name back together.
- Create a blank book by stapling together blank pieces of paper or use an old photo album. Label the front “My Alphabet Book.” Each time your child names a new letter, he/she places the letter in the book. Keep practicing and playing games with letters and before long the child’s alphabet book will be complete with all 26 upper and lowercase letters. Next add pictures to the pages that start with the sound of the specific letters.

Writing

- Create a writing box full of markers, crayons, paper, stickers, colored pencils, newspaper, magazines, scissors, etc. Put in a place where it is convenient for you to supervise and give support to your child.
- Provide your child a cookie sheet with a thin layer of flour or salt covering the bottom. Invite your child to use his/her finger to draw and/or write in the flour or salt. Provide models of your child’s name and other familiar words for your child to copy.
- Invite your child to copy words from common signs by providing a magna doodle or paper and a writing tool while you are traveling. This encourages writing everywhere!
- Encourage your child to draw pictures and write notes with the writing utensil of his/her choice. Always encourage your child to write his/her own name in his/her own way on their creations. Celebrate and encourage your child’s writing development!
- All letters are made up of straight lines, curvy lines, slanted lines and dots. Make a game out of practicing and naming these lines with your child. Challenge your child by asking what type of lines do we need to make the first letter in your name?

- Model writing for your child. Write your child's words by asking your child to tell you about a picture or painting they have created. When writing letters verbally explain how you are forming the letter. (e.g., When writing an "O" explain how you are making a curvy line all the way around until it meets with the other side.)
- Invite your child to spell his/her name aloud and write it, moving from left to right.

Listening and Speaking

- Use appropriate language when talking with your child. Do not use "baby-talk."
- When your child incorrectly pronounces a word, restate the word properly in a sentence so he/she can hear the correct pronunciation.
- Give your child many opportunities to observe and speak with a variety of people and in a variety of social situations. (e.g., doctors, teachers, librarians, police officers, clergy, cashiers, senior citizens, babies, and peers.)
- Encourage your child's language development. During conversation and book reading, ask open ended questions (open ended questions are typically questions that can not be answered with a yes or no answer). Say, "What are we going to do after lunch?" or "What do you think will happen next?"
- Expanding on children's sentences is a great way to introduce new vocabulary and expand children's language development. (e.g., child says, "The red car" adult replies, "I do see the red car with black tires and the top off. That is a convertible.")
- Saying, "Tell me about your day," or "Tell me about the story," encourages your child to retell events in his/her own words. This fosters your child's understanding of his/her world.
- Build your child's vocabulary by calling objects by their real names. This promotes vocabulary development. (e.g., say "Please bring me the spoon on top of the table," instead of saying "Please bring that thing over there.")
- Teach your child the names for categories of objects such as tools, toys, books, food, and animals.

MATHEMATICAL REASONING

1.0: Children Use Mathematical thinking to Solve Problems that Arise in their Everyday Environment

1.1	Begins to apply simple mathematical strategies to solve problems in their environment.	Measure 20: Developing
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Correlation of Foundations with DRDP-R

SOCIAL-EMOTIONAL DEVELOPMENT

AROUND 60 MONTHS OF AGE

Preschool Learning Foundations	DRDP-R
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Self

1.0: Self Awareness

1.1	Compares their characteristics with those of others and displays a growing awareness of psychological characteristics.	Measure 2: Integrating
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2.0: Self-Regulation

2.1	Regulates their attention, thoughts, feelings, and impulses more consistently.	Measure 9: Building/ Integrating
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3.0: Social and Emotional Understanding

3.1	Begins to comprehend the mental and psychological reasons people act as they do.	Measure 3: Integrating
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4.0: Empathy and Caring

4.1	Responds to another's distress and needs with sympathetic caring.	Measure 3: Integrating
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Algebra And Functions

1.0: Children Begin to Sort and Classify objects in their Everyday Environment

1.1	Sorts and classifies objects by one attribute into two or more groups.	Measure 26: Exploring
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2.0: Children Begin to Recognize simple, repeating Patterns

2.1	Begins to identify or recognize a simple repeating pattern.	Measure 28: Exploring
2.2	Attempts to create a simple repeating pattern or participates in making one.	Measure 28: Developing

Preschool Learning Foundations	DRDP-R
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MEASUREMENT

1.0: Children Begin to Compare and Order Objects

1.1	Demonstrates awareness that objects can be compared by length, weight, or capacity.	Measure 27: Developing
1.2	Orders three objects by size.	Measure 26: Developing

GEOMETRY

1.0: Children Begin to Identify and use Common Shapes in their Everyday Environment

1.1	Identifies simple two-dimensional shapes, such as circle and square.	Measure 24: Developing
1.2	Uses individual shapes to represent different elements of a picture or design.	Measure 24: Building

2.0: Children Begin to Understand Position in Space

2.1	Identifies positions of objects and people in space such as in/on/under, up/down, and inside/outside.	Not addressed in the DRDP-R
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- Use positional words when talking and giving requests to your child. (e.g., say, "Please put the doll back in the box." "Your sock is under the table.")
- Play language games using plurals and past tenses by saying, "If I have one brush it is called a brush, but if I have three, we say we have three ____ (brushes)." Also, "We are playing with dolls. When Grandma comes over tonight we will tell her that we played with dolls today."

Home Activities for Mathematics

Number Sense

- Play counting games such as chanting, rapping, singing, and stomping numbers in order, up to 20, while walking, swinging, bathing, cooking, etc.
- Count everything – socks, steps, stirs, claps, cars, etc.
- Play games that require a die. This gives your child experience counting and recognizing the number of objects in a small group as well as the last number named represents the total number of objects in the group.
- When interacting with your child, use words and objects to help him/her learn about the concepts of more, less and the same. (e.g., When serving cereal for breakfast, ask your child, "Which bowl has more cereal, yours or mine.")
- Play simple addition and subtraction games with your child. (e.g., sing *Five Little Monkeys*, holding up five fingers to represent the monkeys. Each time a monkey falls off the bed, fold one finger down. Discuss how many you had before and how many you have now.)
- Put salt in a pan and have your child copy a number, up to 10, using his/her finger. Repeat the activity using other media such as shaving cream, corn meal, etc.
- During dinner, invite your child to walk around the table, touching each person on the head while counting the number of people at the table.
- Put four items (e.g., socks) on the table and ask your child to take one away, asking the question, "We had four socks. You took one away. Now how many socks do we have? Let's count them together." Repeat the same activity, but this time take away two items. (Hint: Use no more than 10 objects.)

- Invite your child to practice matching objects to the correct number (e.g., match 1 penny to the number 1, or 2 blocks to the number 2).

Algebra and Functions

- Invite your child to sort items and describe how they were sorted and why (e.g., Given a container of items, the child sorts the items by color, shape, things that roll, etc.).
- Invite your child to sort items according to size, color, or shape.
- Teach your child the pattern for putting utensils on the table. Then invite your child to put the utensils on the table following this pattern. For assistance, leave one place setting on the table for the child to copy.
- While building with blocks/Legos, talk about patterns in the building.
- Give your child a collection of buttons and invite him/her to sort them by two characteristics (e.g., shape and color).
- Invite your child to sort items into like groups, such as sorting the canned groceries after shopping.
- Build a pattern, using blocks or Legos (e.g., red, blue, red, blue). Invite your child to extend the pattern. Then invite your child to name the pattern, "red, blue, red, blue."

Measurement and Geometry

- Invite your child to use objects (e.g., hands, feet, favorite toy) to measure household items (e.g., rug, door, table).
- Compare the sizes of objects (e.g., large, medium, and small glasses), using words such as *big*, *little*, *small*, *medium*, and *large*.
- Bake cookies with your child, inviting the child to measure ingredients.
- Refer to items in the environment by their shape (e.g., a door is a rectangle, a window is a square, a plate is a circle, etc.).
- Give your child different shapes (e.g., squares, triangles, rectangles), and invite him/her to sort the items by size and shape.
- Help your child use movement words (e.g., fast, slow, up, down).

1.2	Begins to recognize and name a few written numerals.	Measure 22: Exploring
1.3	Identifies, without counting, the number of objects in a collection of up to three objects.	Measure 22: Exploring
1.4	Counts up to five objects using one-to-one correspondence.	Measure 22: Building
1.5	Uses number name of the last object counted to answer the question, "How many ...?"	Measure 22: Building

2.0: Children Begin to Understand Number Relationships and Operations in their Everyday Environment

2.1	Compares visually two groups of objects that are obviously equal or non-equal saying "more/same."	Measure 23: Developing
2.2	Understands that adding to/taking away one or more objects from a group will increase/decrease the number of objects in the group.	Measure 23: Building
2.3	Understands that putting two groups of objects together will make a bigger group.	Measure 23: Building
2.4	Solves simple addition and subtraction problems verbally or nonverbally with a very small number of objects (sums to 4 or 5).	Measure 23: Building

1.3	Uses accepted language/style during communication with familiar adults and children.	Measure 14: Developing
1.4	Uses language to construct short narratives (real or fictional).	Measure 14: Developing
		Measure 15: Developing

2.0: Vocabulary

2.1	Uses accepted words for objects, actions, and attributes.	Measure 12: Developing
2.2	Uses accepted words for categories of objects.	Measure 14: Developing
2.3	Uses simple words that describe relations between objects.	Not addressed in the DRDP-R

3.0: Grammar

3.1	Uses increasingly complex and longer sentences to communicate ideas, combining two phrases or two to three concepts to communicate ideas.	Measure 12: Developing
		Measure 13: Developing/Building
3.2	Uses age appropriate grammar including accepted word forms.	Measure 12: Developing
		Measure 14: Developing

Correlation of Foundations with DRDP-R MATHEMATICS

AROUND 48 MONTHS OF AGE

Preschool Learning Foundations	DRDP-R
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Number Sense

1.0: Children Begin to Understand Number and Quantities in their Everyday Environment

1.1	Recites numbers in order to ten.	Measure 22: Developing
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- Play a game with your child where the goal is to sort shapes, of a variety of color and sizes, by their attributes (e.g., shape, color, large, small, round, flat, etc.). In this game, you move a shape to a new spot and tell the attribute. Then your child moves a shape and tells the attribute. Keep taking turns until all the shapes have been sorted. Play the game again, but this time have your child go first.
- Create an obstacle course that gives your child experience being in, on, under, up, down, inside, outside, beside, between, and in front, and behind objects. Narrate what your child is doing as he/she moves through the course. (e.g., say "Jenny is under the table. Now she is inside the box, and now she is crawling in front of the box.")

Mathematical Reasoning

- Put together puzzles with 4 to 6 pieces.
- Invite your child to act out a life experience (e.g., preparing dinner, feeding an animal). Provide materials and help him/her plan the experience.
- Help your child solve everyday situations of inequality (e.g., say, "Sometimes other children have more snacks or toys than you have.")

Around 48 Months

Foundations for Social-Emotional Development

Self

1.0 Self-Awareness

1.1 Describe their physical characteristics, behavior, and abilities positively.

2.0 Self-Regulation

2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.

3.0 Social and Emotional Understanding

3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.

4.0 Empathy and Caring

4.1 Demonstrate concern for the needs of others and people in distress.

5.0 Initiative in Learning

5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.

Social Interaction

1.0 Interactions with Familiar Adults

1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.

2.0 Interactions with Peers

2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.

2.2 Participate in simple sequences of pretend play.

2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.

4.0: Comprehension and Analysis of Age-Appropriate Text

4.1	Demonstrates knowledge of main characters/events in familiar story.	Measure 29: Integrating
4.2	Demonstrates knowledge of informational text by labeling, describing, playing, or artwork.	Measure 29: Integrating

Preschool Learning Foundations

DRDP-R

5.0: Literacy Interest and Response

5.1	Demonstrates enjoyment of literacy and literacy-related activities	Measure 29: Building
5.2	Engages in routines associated with literacy activities.	Measure 29: Developing Measure 31: Developing

Writing

1.0: Writing Strategies

1.1	Experiments with grasp and body position using drawing and writing tools	Not addressed in the DRDP-R
1.2	Writes using scribbles that are different from pictures.	Measure 31: Developing
1.3	Writes marks to represent own name.	Measure 31: Developing

Listening And Speaking

1.0: Language Use and Conventions

1.1	Uses language to communicate with others in familiar social situations.	Measure 15: Developing
1.2	Speaks clearly enough to be understood by familiar adults and children	Measure 15: Developing

2.0: Close Relationships with Teachers and Caregivers

2.1	Seeks security and support from teachers and caregivers.	Measure 4: Exploring
2.2	Maintains positive relationships with teachers and caregivers.	Measure 4: Building

3.0: Friendships

3.1	Chooses to play with one or two special peers they identify as friends.	Measure 5: Developing/ Building
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Correlation of Foundations with DRDP-R ENGLISH/LANGUAGE ARTS AROUND 48 MONTHS OF AGE

Preschool Learning Foundations	DRDP-R
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Reading

1.0: Concepts About Print

1.1	Begins to display appropriate book-handling behaviors.	Measure 32: Developing
1.2	Recognizes print as something that can be read.	Measure 30: Exploring
		Measure 32: Developing

2.0: Phonological Awareness

2.1	Note: Phonological Awareness Foundations are only written for older four-year-olds.	Not addressed in the DRDP-R
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3.0: Alphabetics and Word/Print Recognition

3.1	Recognizes the first letter in own name.	Measure 30: Developing
3.2	Matches some letter names to their printed form.	Measure 30: Developing

Around 60 Months Foundations for Social-Emotional Development

Self

1.0 Self-Awareness

- 1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.

2.0 Self-Regulation

- 2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.

3.0 Social and Emotional Understanding

- 3.1 Begin to comprehend the mental and psychological reasons why people act as they do and how they contribute to differences between people.

4.0 Empathy and Caring

- 4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.

5.0 Initiative in Learning

- 5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.

Social interaction

1.0 Interactions with Familiar Adults

- 1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.

2.0 Interactions with Peers

- 2.1 More actively and intentionally cooperative with each other.
- 2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.
- 2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.

Around 48 Months

Foundations for Social-Emotional Development

(Continued)

3.0 Group Participation

- 3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.

4.0 Cooperation and Responsibility

- 4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.

Relationships

1.0 Attachments to Parents

- 1.1 Seek security and support from their primary family attachment figures.
- 1.2 Contribute to maintaining positive relationships with their primary family attachment figures.
- 1.3 After experience with out-of-home care, manage departures and separations with primary family attachment figures with the teacher's assistance.

2.0 Close Relationships with Teachers and Caregivers

- 2.1 Seek security and support of their primary teachers and caregivers.
- 2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers.

3.0 Friendships

- 3.1 Choose to play with one or two special peers whom they identify as friends.

Social interaction

1.0: Social Interaction

1.1	Interacts with familiar adults, especially in familiar settings.	Measure 4: Developing
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2.0: Interaction with Peers

2.1	Interacts easily with peers in shared activities that occasionally become cooperative efforts.	Measure 6: Developing
		Measure 11: Developing/Building
		Measure 21: Developing
2.2	Participates in simple sequences of pretend play.	Measure 6: Developing
		Measure 21: Developing
2.3	Seeks assistance in resolving peer conflict especially when involving physical aggression.	Measure 7: Developing

3.0: Group Participation

3.1	Participates in group activities, learning to cooperate.	Measure 6: Developing
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4.0: Cooperation and Responsibility

4.1	Seeks to cooperate with adult instructors.	Measure 9: Developing
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Relationships

1.0: Attachment to Parents

1.1	Seeks security/support from primary family figures.	Measure 4: Developing
1.2	Contributes to maintaining positive family relationships.	Measure 4: Building
1.3	Manages departures/separations from primary family figures with teacher's assistance.	Measure 4: Exploring

Correlation of Foundations with DRDP-R
SOCIAL-EMOTIONAL DEVELOPMENT

AROUND 48 MONTHS OF AGE

Preschool Learning Foundations		DRDP-R
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Self

1.0: Self Awareness

1.1	Describes physical characteristics, behaviors, and abilities positively.	Measure 1: Developing
		Measure 2: Exploring/ Developing

2.0: Self-Regulation

2.1	Needs adult guidance in managing attention, feelings, and impulses and shows some effort at self control.	Measure 9: Developing
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3.0: Social and Emotional Understanding

3.1	Seeks to understand people's feelings and behaviors and interested in how people are similar and different.	Measure 3: Building
		Measure 8: Developing

4.0: Empathy and Caring

4.1	Shows concern for needs of others and people in distress.	Measure 3: Developing
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5.0: Initiative in Learning

5.1	Enjoys learning and is confident in their abilities to make new discoveries.	Measure 16: Developing
		Measure 17: Exploring
		Measure 19: Exploring

Around 60 Months

Foundations for Social-Emotional Development

(Continued)

3.0 Group Participation

3.1 Participate positively and cooperatively as group members.

4.0 Cooperation and Responsibility

4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.

Relationships

1.0 Attachments to Parents

1.1 Take greater initiative in seeking support from their primary family attachment figures.

1.2 Contribute to positive mutual cooperation with primary family attachment figures.

1.3 After experience with out-of-home care, comfortably depart from their primary family attachments figures. Also maintain well-being while apart from primary family attachment figures during the day.

2.0 Close Relationships with Teachers and Caregivers

2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.

2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers.

3.0 Friendships

3.1 Friendships are more reciprocal, exclusive, and enduring.

Around 48 Months
Foundations for
English/Language Arts

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

1.0 Concepts About Print

- 1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.
- 1.2 Recognize print as something that can be read.

2.0 Phonological Awareness

(No Preschool Learning Foundation for this age group)

3.0 Alphabets and Word/Print Recognition

- 3.1 Recognize the first letter of own name.
- 3.2 Match some letter names to their printed form.

4.0 Comprehension and Analysis of Age-Appropriate Text

- 4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, re-enacting, or creating artwork.
- 4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.

5.0 Literacy Interest and Response

- 5.1 Demonstrate enjoyment of literacy and literacy-related activities.
- 5.2 Engage in routines associated with literacy activities.

Desired Result 4: Children are Safe and Healthy

Preschoolers show an emerging awareness and practice of safe and health behaviors.

Measure 37: Personal care routines

Child shows increasing independence in performing personal care routines that support healthy growth and help prevent the spread of infection.

- Exploring:** Participates in own personal cleanliness, with help or supervision from adult.
- Developing:** Follows through on personal cleanliness, with some reminders.
- Building:** Takes care of personal cleanliness on his own.
- Integrating:** Shows an understanding of why personal cleanliness is important.

Measure 38: Personal safety

Child shows increasing awareness of safety practices that minimize risk and support healthy growth.

- Exploring:** Cooperates when requested to follow simple safety rules.
- Developing:** Usually follows simple safety rules on her own.
- Building:** Applies known safety rules in a variety of situations.
- Integrating:** Communicates an understanding of safety rules to others.

Measure 39: Understanding healthy lifestyle

Child shows increasing independence in making healthy life choices.

- Exploring:** Follows guidance given by adults about rest, health, food choices, and physical activity.
- Developing:** Begins to communicate about and take care of own health needs (food and rest), with occasional reminders from an adult.
- Building:** Independently takes care of some basic needs like rest, healthy food choices, and physical activity.
- Integrating:** Communicates to others about making healthy choices.

- □ **Building:** Shows awareness of rhymes and sounds at the beginning of words.
- □ **Integrating:** Blends and segments parts of words.

Desired Result 3: Children Show Physical and Motor Competence
Preschoolers demonstrate an increased proficiency in motor skills.

Measure 34: Gross motor movement

Child refines the ability to move in a coordinated way using large muscles (arms and legs).

- □ **Exploring:** Makes basic movements with confidence and ease.
- □ **Developing:** Uses movement skills to go smoothly up, down.
- □ **Building:** Uses complex movement skills in active play.
- □ **Integrating:** Participates in extended or integrated physical activities.

Measure 35: Fine motor skills

Child refines the ability to plan and coordinate use of grasp, release, strength, and control of fingers and hands for functional and play activities.

- □ **Exploring:** Manipulates large objects with fingers and wrists on both hands to accomplish a simple task.
- □ **Developing:** Uses fingers and both hands, with each hand doing something different, to smoothly accomplish simple tasks.
- □ **Building:** Uses fingers to manipulate smaller objects or objects requiring precise eye-hand coordination.
- □ **Integrating:** Shows increasing refinement and detail in fine motor movements requiring finger strength or control.

Measure 36: Balance

Child refines the ability to balance self in space.

- □ **Exploring:** Shows a developing sense of balance and the ability to carry an object while moving.
- □ **Developing:** Balances without support.
- □ **Building:** Maintains balance while moving.
- □ **Integrating:** Coordinates multiple movements involving balance.

Around 60 Months
Foundations for
English/Language Arts

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

1.0 Concepts About Print

- 1.1 Display appropriate book-handling behaviors and knowledge of print conventions.
- 1.2 Understand that print is something that is read and has specific meaning.

2.0 Phonological Awareness

- 2.1 Orally blend and delete words and syllables without the support of pictures or objects.
- 2.2 Orally blend the onsets, rhymes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

3.0 Alphabets and Word/Print Recognition

- 3.1 Recognize own name and other common words in print
- 3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.
- 3.3 Begin to recognize that letters have sounds.

4.0 Comprehension and Analysis of Age-Appropriate Text

- 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, and creating artwork.
- 4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

5.0 Literary Interest and Response

- 5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
- 5.2 Engage in more complex routines associated with literacy activities.

Around 48 Months
Foundations for
English/Language Arts
(Continued)

Writing

1.0 Writing Strategies

- 1.1 Experiment with grasp and body position using a variety of drawing and writing tools.
- 1.2 Write using scribbles that are different from pictures.
- 1.3 Write marks to represent own name.

Listening and Speaking

1.0 Language Use and Conventions

- 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.
- 1.2 Speak clearly enough to be understood by familiar adults and children.
- 1.3 Use accepted language and style during communication with familiar adults and children.
- 1.4 Use language to construct short narratives that are real or fictional.

2.0 Vocabulary

- 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.
- 2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.
- 2.3 Understand and use simple words that describe the relations between objects.

3.0 Grammar

- 3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.
- 3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.

- Developing:** Knows some letters by sight and by name, or recognizes own name in print.
- Building:** Knows ten or more letters by sight and by name, and understands that letters make up words and have corresponding sounds.
- Integrating:** Knows most of the letters by sights and by name, and recognizes some familiar whole written words.

Measure 31: Emerging writing

Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning.

- Exploring:** Makes scribble-pictures to represent people, things, or events.
- Developing:** Makes letter-like symbols as pretend writing to represent ideas, and attributes meaning to writing.
- Building:** Writes own name with some letters formed correctly
- Integrating:** Writes own name and simple words (mostly using correct letters).

Measure 32: Concepts of print

Child shows an increasing understanding of the conventions and physical organization of print material and that prints carries meaning.

- Exploring:** Understands the way books are handled and organized.
- Developing:** Understands the role of print in telling a story, and uses printed materials to pretend to read.
- Building:** Understands that print is organized into units, such as words, and knows some vocabulary that describes print.
- Integrating:** Understands how print is used in various ways in books, and understands the organization and purposes of different print materials.

Measure 33: Phonological awareness

Child shows awareness of the sounds that make up language, including the segmentation of sounds in words, and recognition of word rhyming and alliteration.

- Exploring:** Engages in play with sounds in words and songs.
- Developing:** Shows awareness of words and syllables as units of sound.

Measure 27: Measurement

Child shows increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties.

- □ **Exploring:** Understands or uses words that describe some measurable property such as size, length, weight, or capacity (big or little).
- □ **Developing:** Understands or uses words that compare size, length, weight, or capacity of objects (bigger or smaller).
- □ **Building:** Tries to measure using tools (standard or non standard).
- □ **Integrating:** Describes and compares using standard or nonstandard measures.

Measure 28: Patterning

Child shows increasing ability to recognize, reproduce, and create patterns of varying complexity.

- □ **Exploring:** Recognizes or identifies simple patterns created by others. *Simple patterns are in the form ABAB, such as red-blue, red-blue.
- □ **Developing:** Builds or copies simple patterns.
- □ **Building:** Builds or copies a pattern using different objects.
- □ **Integrating:** Creates or extends a more complex pattern (more than two repeating elements).

Measure 29: Interest in literacy

Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities.

- □ **Exploring:** Participates in literacy activities.
- □ **Developing:** Seeks out and engages in a variety of group and individual literacy activities.
- □ **Building:** Initiates and listens to reading materials and links content to own experiences.
- □ **Integrating:** Participates in reading activities, including discussions that relate the story to the outside world and predicts what will happen next in the story.

Measure 30: Letter and word knowledge

Child shows increasing awareness of symbols, letters, and words in the environment and their relationship to sound.

- □ **Exploring:** Recognizes simple symbols (numbers, letters, logos) in the environment.

Around 60 Months **Foundations for** **English/Language Arts** (Continued)

Writing

1.0 Writing Strategies

- 1.1 Adjust grasp and body position for increased control in drawing and writing.
- 1.2 Write letters or letter-like shapes to represent words or ideas.
- 1.3 Write first name nearly correctly.

Listening and Speaking

1.0 Language Use and Conventions

- 1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
- 1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
- 1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.
- 1.4 Use language to construct extended narratives that are real or fictional.

2.0 Vocabulary

- 2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
- 2.2 Understand and use accepted words for categories of objects encountered in everyday life.
- 2.3 Understand and use both simple and complex words that describe the relations between objects.

3.0 Grammar

- 3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two or three phrases, or three or four concepts, to communicate ideas.
- 3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

Around 48 Months Foundations for Mathematics

Number Sense

1.0 Children begin to understand numbers and quantities in their everyday environment.

- 1.1 Recite numbers in order to ten with increasing accuracy.
- 1.2 Begin to recognize and name a few written numerals.
- 1.3 Identify, without counting, the number of objects in a collection of up to three objects.
- 1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.
- 1.5 Use the number name of the last object counted to answer the question, "How many . . . ?"

2.0 Children begin to understand number relationships and operations in their everyday environment.

- 2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate "more" or "same."
- 2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.
- 2.3 Understand that putting two groups of objects together will make a bigger group.
- 2.4 Solve simple addition/subtraction problems nonverbally (and often verbally) with a small number of objects (sums up to 4 or 5).

Algebra and Functions

1.0 Children begin to sort and classify objects in their everyday environment.

- 1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.

2.0 Children begin to recognize simple, repeating patterns.

- 2.1 Begin to identify or recognize a simple repeating pattern.
- 2.2 Attempt to create a simple repeating pattern or participate in making one.

- Building:** Adds or takes away objects to solve everyday problems with groups of at least three objects.
- Integrating:** Does simple addition and subtraction problems with groups of up to five objects.

Measure 24: Shapes

Child shows increasing knowledge of shapes and their characteristics.

- Exploring:** Recognizes differences among shapes without naming them.
- Developing:** Correctly names at least two shapes (circles, squares, triangles).
- Building:** Recognizes shapes when they are presented in new orientation or as parts of other objects.
- Integrating:** Describes characteristics and differences of several shapes.

Measure 25: Time

Child understands and uses time-related vocabulary for routine actions, sequences, and durations of events.

- Exploring:** Shows initial understanding of order of events over time.
- Developing:** Knows that events can be in the past or future.
- Building:** Indicates time of past, present, and future events.
- Integrating:** Connects some events with specific times.

Measure 26: Classification

Child shows increasing ability to compare, match, and sort objects into groups according to some common attribute.

- Exploring:** Recognizes when two things are the same.
- Developing:** Sorts objects into three or more different groups.
- Building:** Sorts objects by different attributes (size, shape, or color), but not at the same time.
- Integrating:** Sorts objects by two attributes at the same time.

Measure 20: Engages in problem solving

Child shows increasing ability to reason logically or use strategies to solve challenging problems.

- □ **Exploring:** Tries to solve simple problems, including using trial and error.
- □ **Developing:** Tries a strategy he or she saw someone else use to help solve a problem.
- □ **Building:** Uses familiar objects or actions in a deliberate way to solve problems.
- □ **Integrating:** Prefers to play with a particular child who also expresses preference for him or her.

Measure 21: Socio-dramatic play

Child learns to play with others using organized role-planning and symbolic play.

- □ **Exploring:** Engages in brief pretend play on own.
- □ **Developing:** Engages in brief pretend play with a peer, sharing materials or ideas.
- □ **Building:** Takes a role in a play situation with other children, but without planning the role or the pretend play.
- □ **Integrating:** Takes a role in a play situation with other children where they have agreed on roles and how they will pretend play.

Measure 22: Number sense: Understands quantity and counting

Child uses number names to represent quantities and counts increasingly larger sets of objects.

- □ **Exploring:** Uses numbers up to three to describe quantities without counting.
- □ **Developing:** Correctly recites numbers in order up to five.
- □ **Building:** Counts at least five objects correctly, without counting an object more than once.
- □ **Integrating:** Counts at least ten objects correctly.

Measure 23: Number sense: Math operations

Child shows increasing ability to add and subtract small quantities of objects.

- □ **Exploring:** Demonstrates that items can be grouped and counted.
- □ **Developing:** When two groups are different by a large amount, correctly says one group has more objects than the other.

Around 60 Months **Foundations for** **Mathematics**

Number Sense

1.0 Children expand their understanding of numbers and quantities in their everyday environment.

- 1.1 Recite numbers in order to twenty with increasing accuracy.
- 1.2 Recognize and know the name of some written numerals.
- 1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).
- 1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.
- 1.5 Understand, when counting, that the number name of the last object counted represents the total number of the objects in the group (i.e., cardinality).

2.0 Children expand their understanding of number relationships and operations in their everyday life.

- 2.1 Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").
- 2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.
- 2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.
- 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.

Algebra and Functions

1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.

- 1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).

2.0 Children expand their understanding of simple repeating patterns.

- 2.1 Recognize and duplicate simple repeating patterns.
- 2.2 Begin to extend and create simple repeating patterns.

Around 48 Months
Foundations for
Mathematics
(Continued)

Measurement

1.0 Children begin to compare and order objects.

- 1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as *bigger*, *longer*, *heavier*, or *taller*, or by placing objects side-by-side to compare length.
- 1.2 Order three objects by size.

Geometry

1.0 Children begin to identify and use common shapes in their everyday environment.

- 1.1 Identify simple two-dimensional shapes, such as a circle and square.
- 1.2 Use individual shapes to represent different elements of a picture or design.

2.0 Children begin to understand positions in space.

- 2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.

Mathematical Reasoning

1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.

- 1.1 Begin to apply simple mathematical strategies to solve problems in their environment.

Measure 17: Engagement and persistence

Child persists in understanding and mastering a self-selected activity, even if challenging or difficult.

- Exploring:** Continues self-selected activities on own for a while, but needs help and reminders to keep doing activities requested by another person.
- Developing:** Continues self-selected activities on own even in a distracting environment.
- Building:** Usually works through difficulties encountered in activities.
- Integrating:** Returns to challenging or multi-step activities.

Measure 18: Memory and knowledge

Child stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people, and things.

- Exploring:** Remembers a few key features of familiar objects and routines.
- Developing:** Communicates memories about an unfamiliar event that happened earlier that day.
- Building:** Communicated memories about an unfamiliar event that happened on a previous day.
- Integrating:** Communicated memories about a sequence of related events that happened in the past.

Measure 19: Cause and effect

Child shows increasing understanding of cause and effect relations.

- Exploring:** Tries out actions to see what will happen.
- Developing:** Anticipates that a routine action will have a specific result.
- Building:** Shows understanding of familiar cause and effect through language or action.
- Integrating:** Explains or predicts the result of a familiar action – will not always be accurate, but will be reasonable.

Measure 14: Expresses self through language

Child uses language to communicate with increasingly complex words and sentences.

- □ **Exploring:** Produces phrases and simple sentences that communicate basic ideas and needs.
- □ **Developing:** Uses three to five word sentences that contain nouns, verbs, and recently learned vocabulary.
- □ **Building:** Uses words that are relatively precise and makes longer sentences by connecting shorter sentences.
- □ **Integrating:** Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict.

Measure 15: Uses language in conversation

Child engages in increasingly extended conversations following the appropriate social use of language.

- □ **Exploring:** Communicates with others, using language for basic purposes, such as requesting, refusing, describing, and answering questions.
- □ **Developing:** Has short conversations.
- □ **Building:** Has extended conversations about real or imaginary experiences.
- □ **Integrating:** Has extended conversations that build on emotions, ideas, and information shared with the other person.

Desired Result 2: Children are Effective Learners

Preschoolers show interest, motivation, and persistence in their approaches to learning.

Measure 16: Curiosity and initiative

Child pursues knowledge or understanding of new materials or activities.

- □ **Exploring:** Shows interest in new materials or activities by intently watching others and/or handling the materials.
- □ **Developing:** Actively engages with new materials or activities by asking questions and performing simple investigations.
- □ **Building:** Uses a variety of strategies to learn more about objects or activities of interest.
- □ **Integrating:** Puts materials or objects together in new and inventive ways to learn what will result or to create something.

Around 60 Months **Foundations for** **Mathematics** (Continued)

Measurement

1.0 Children expand their understanding of comparing, ordering, and measuring objects.

- 1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side-by-side) or indirectly (e.g., using a third object).
- 1.2 Order four or more objects by size.
- 1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.

Geometry

1.0 Children identify and use a variety of shapes in their everyday environment.

- 1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.
- 1.2 Combine different shapes to create a picture or design.

2.0 Children expand their understanding of positions in space.

- 2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.

Mathematical Reasoning

1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.

- 1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.

Desired Results Developmental Profile

Revised (DRDP-R)

The Desired Results Development Profile Assessment Tool (See pages 25-32) allows you, the parent/guardian, to track your child's development in the areas of Social-Emotional Development, English/Language Arts, and Mathematics.

How to Use the DRDP-R

Begin by reading the 39 measures and four developmental levels found on pages 25-32. Next, select home activities (see pages 5-11) that allow your child to demonstrate his/her skill and/or observe your child's skill through his/her play. Use the DRDP-R assessment tool to check the level that best represents your child's current development or knowledge. Notice there are two boxes for each level, allowing you to record your child's learning in the beginning and end of the school year. Remember, children should demonstrate a skill several times in order to show/demonstrate competency in the concept. These **tracking sheets** are provided as a means for you, the parent/guardian, to track your child's growth over time.

Parent/Teacher Conference

The DRDP-R is a great tool to use to partner with your child's teacher during conferences/conversations about your preschooler's growth and development. In working as a team with your child's teacher, you can provide useful insights into what developmental milestones are taking place at home.

Keys to Success

1. Read the DRDP-R assessment tool, reading all 39 measures and each developmental level.
2. Check the appropriate box provided as your child demonstrates his/her knowledge of a specific skill.
3. Plan home activities that will help your child develop one or more of the skills listed, then record his/her progress on the **DRDP-R**.
4. Discuss with your child his/her progress.
5. Use the **DRDP-R** to set goals for future learning. Remember, children should demonstrate a skill several times in order to show/demonstrate competency in the concept.
6. Always take this handbook to your parent/teacher
7. conference so you can track/discuss your child's educational progress.

Measure 11: Shared use of space and materials

Child develops the ability to share with others and initiates sharing of space and objects.

- Exploring:** Tries to keep control over space and materials he or she is using.
- Developing:** Maintains control of materials or space that he or she cares about, but allows others to use the rest.
- Building:** With adult prompting, shares with another child material or space he or she is using or wants to use.
- Integrating:** Without adult prompting, invites others to share materials or space he or she is using.

Measure 12: Comprehends meaning

Child receives, understands, and responds to oral language that uses increasingly complex words, phrases, and ideas.

- Exploring:** understands the meaning simple words, phrases, stories, and songs.
- Developing:** Understands more complex word and phrases in conversations, stories, and learning activities. Includes words that tell location, color, body parts, noun and adjective combinations, and basic grammatical units.
- Building:** Understands language that refers to imaginary, past, or future events.
- Integrating:** Understands language that describes how and why things happen.

Measure 13: Follows increasingly complex instructions

Child understands and responds to increasingly complex directions and requests.

- Exploring:** Understands one and two step instructions and requests about familiar routines.
- Developing:** Understands one and two step instructions and requests about unfamiliar routines or unrelated events.
- Building:** Understands three-step instructions and requests that are part of a familiar routine.
- Integrating:** Understands three-step instructions and requests that are about a new or unfamiliar situation.

Measure 8: Awareness of diversity in self and others

Child acknowledges and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community.

- Exploring:** Shows awareness of physical differences in others.
- Developing:** Identifies physical differences and similarities between self and others.
- Building:** Expresses awareness of differences and similarities between self and others, such as language, culture, or special needs.
- Integrating:** Demonstrates an understanding of inclusion or fairness through actions or words.

Measure 9: Impulse control

Child develops strategies for regulating responses in increasingly socially appropriate ways.

- Exploring:** Accepts active adult guidance and support to stop self from acting impulsively on desires or needs.
- Developing:** Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support.
- Building:** Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help.
- Integrating:** Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively.

Measure 10: Taking turns

Child develops increased understanding of taking turns and begins to propose strategies for taking turns.

- Exploring:** Needs adult prompting or support to wait for turn.
- Developing:** Uses adult-structured turn-taking procedures, including rules and cues.
- Building:** Demonstrates knowledge of turn-taking rules and procedures and abides by them most of the time.
- Integrating:** Routinely proposes turn-taking as a solution to conflicts over materials and equipment.

Desired Results **Developmental Profile**

(Revised)

The Desired Results Developmental Profile (DRDP-R) is the state assessment tool used to track/monitor the social and developmental growth of children enrolled in California pre-schools. The assessment tool contains 39 measures and four levels of development: (1) exploring; (2) developing; (3) building; (4) and integrating. The assessment system is intended to document the child's growth over an extended period of time and provides teachers with the information needed to improve individualized curriculum and instruction practices.

Place a check mark in the boxes () by each measure below to show your child's growth. Use the first box for your **September** observation and the second box for **May**. Enjoy watching and recording your child's growth.

Desired Result 1: Children are Personally and Socially Competent **Preschoolers show self-awareness and a positive self-concept.**

Measure 1: Identity of self

Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others.

- Exploring:** Shows recognition of self as individual, recognizing own name and names of familiar people.
- Developing:** Describes self or others in terms of basic physical characteristics.
- Building:** Describes self and others in terms of preferences.
- Integrating:** Accurately compares self to others.

Measure 2: Recognition of own skills and accomplishments

Child evaluates and takes pleasure in own ability to perform skillfully.

- Exploring:** Shows interest and/or pleasure when some one reacts to something he or she has done.
- Developing:** Characterizes self positively in terms of specific activity that he or she is doing or has finished.
- Building:** Characterizes positively own skills involved in doing a task.
- Integrating:** Characterizes self positively in terms of generalized ability or skills.

Measure 3: Expressions of empathy

Child shows awareness of other's feelings and responds to expressions of feelings in ways that are increasingly appropriate to the other person's needs.

- Exploring:** Shows awareness when others are unhappy or upset.
 - Developing:** Offers simple assistance when he or she thinks it is needed—even if not really needed.
 - Building:** Accurately labels own and others' feelings.
 - Integrating:** Uses words or actions to demonstrate concern for what others are feeling.
- ### **Measure 4: Building cooperative relationships with adults.**

Child interacts with adult in ways that become increasingly cooperative, including sharing, joint planning, and problem solving.

- Exploring:** Seeks interaction with familiar adult for company, help, or comfort.
- Developing:** Attempts to establish a relationship with an adult by cooperating and interacting.
- Building:** Seeks to share experience or get information from adults.
- Integrating:** Works cooperatively with an adult to plan and organize activities and to solve problems.

Measure 5: Developing friendships

Child forms increasingly closer relationships with specific peers, sharing experiences and activities.

- Exploring:** Interacts with another child side-by-side as they play with similar materials.
- Developing:** Names another child as a friend or seeks out a particular child with whom to play.

- Building:** Engages in social games and pretend play with a particular child.
- Integrating:** Prefers to play with a particular child who also expresses preference for him or her.

Measure 6: Building cooperative play with other children

Child interacts with other children through play that becomes increasingly cooperative and oriented towards a shared purpose.

- Exploring:** Interacts with other children side-by-side as they play with similar materials.
- Developing:** Engages with another child or children in play involving a common idea or purpose.
- Building:** Shows preference for particular playmates, but plays cooperatively with a variety of children.
- Integrating:** Leads or participates in planning cooperative play with other children.

Measure 7: Conflict negotiation

Child learns how to understand the needs of other children and to negotiate constructively within the constraints of social rules and values.

- Exploring:** Asserts self using facial expression, words, or actions in conflict situations, but needs an adult to suggest resolutions.
- Developing:** Starts to use appropriate words and actions to express own desires and, when needed, seeks adult help to resolve a conflict.
- Building:** Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs.
- Integrating:** Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions.