

# Highland Rim Head Start

**2022-2023**

## School Readiness Education Crosswalk





All programs must provide high-quality early education and child development services, including for children with disabilities that promote children’s cognitive, social, and emotional growth for later success in school. A center-based or family childcare program must embed responsive and effective teacher-child interactions. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the *Head Start Early Learning Outcome Framework: Ages Birth to Five* and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts.

**Head Start programs are expected to:**

Adopt and align established OHS goals from the Head Start Early Learning Outcome Framework.

Create and implement a plan of action for achieving the goals.

Assess child progress on an ongoing basis and aggregate and analyze data three times per year.

Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement.

**Core Strategies to Promote School Readiness across all domains:**

Highland Rim Head Start utilizes *The Creative Curriculum for Preschool 6<sup>th</sup> Edition*. The curriculum supports several studies of exploration and includes detailed daily plans as well as a variety of resources for teachers. The program lesson plans have been modified to support the studies and will continue to ensure curriculum fidelity.

Strengthen the skills and engagement level of teaching staff. Should needs be identified, or should staff request, individual and small group training will be conducted.

The agency will utilize *Teaching Strategies Gold* as the assessment. The agency will aggregate and analyze child outcome data three times a year. Information gained from such analysis will be reported to the families and community in the annual Outcomes Report. Should data indicate a training need; this will be addressed individually or in small group with teaching staff.

The agency will continue to host a School Readiness/Family Engagement Coalition, which will promote a learning community among staff, parents, local LEAs, and community members. This coalition will promote innovation, continuous improvement, and integrated services across education, family services, and health. The coalition meetings will continue throughout the year to promote Family Engagement and School Readiness.

The agency will allow for peer-to-peer coaching as the need for such is identified.

# Approaches to Learning

The Approaches to Learning domain incorporates emotional, behavioral, and cognitive self-regulation under a single umbrella to guide teaching practices that support the development of these skills. This domain also includes initiative, curiosity, and creativity. Supporting children's skills in this domain helps children acquire knowledge, learn new skills, set and achieve goals. They learn to successfully navigate learning experiences that are challenging, frustrating, or simply take time to accomplish. How a child engages in learning influences development in all domains and directly contributes to success in school.

## **Core Strategies to Promote School Readiness in the Approaches to Learning domain:**

Head Start staff will be trained on ACES (Adverse Childhood Experiences) and behavior management in an effort to ensure support for challenging behaviors. The agency will contract with a licensed mental health consultant that will support staff ongoing throughout the year. During the program year, Highland Rim will implement Conscious Discipline by Dr. Becky A. Bailey as part of our behavior management strategies. Conscious Discipline has been added to our Lesson Plan in order to give teaching staff ample opportunity to practice these techniques. All staff will receive pre-service training from CCR&R (Mid Cumberland Child Care Resources & Referral Agency).

Agency policies have been implemented which identify techniques that foster initiative and independence in children. Classroom observations will occur to ensure such techniques are being used.

Teachers are expected to plan monthly field trips and in-house visitors that will encourage the interest and curiosity of children. The Education Manager will monitor such field trips using the field trip authorization form & Child Plus.

Daily schedules, classroom rules, helper charts and center management signs will be utilized in all classrooms to ensure consistency program wide. New products have been purchased to ensure children have adequate and engaging tools and materials which directly relate to the *Creative Curriculum* Studies and Head Start School Readiness Goals. We have also purchased new products to ensure children's outside time includes all free choice centers. Classrooms will be monitored using ECERS (Early Childhood Environmental Rating Scale) to ensure environments meet all guidelines.

## DOMAIN: Approaches To Learning

### SUB DOMAIN: Emotional and Behavioral Self-Regulation

#### Goal P-ATL 1. Child manages emotions with increasing independence.

**HSELOF Indicators:**

\*Expresses emotions in ways that are appropriate to the situation.

\*Looks for adult assistance when emotions are most intense.

\*Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.2</b> Verbalize feelings, needs and wants. Talk to self and others (including dolls, puppets, imaginary friends) about what he/she is thinking about and how he/she feels; continue to use physical ways of expressing self when feelings are intense.</p> <p><b>SE.37-48.4</b> Manage own behavior with increasing skill. Gain new understanding about other people’s feelings to guide the way he manages his own behavior (may decide to share a toy after another child begins to cry)</p>	<p><b>PK.SPC.SA.1</b> Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.</p> <p><b>PK.SPC.SM.1</b> Express feelings, needs, opinions, and desires and begin to identify causal relationships</p> <p><b>PK.SPC.SM.2</b> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.</p>	<p>1,1a.,1a.6, 9, 9a.</p>	<p>CC1a, CC2a, CC9a</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.**

**HSELOF Indicators:**

- \*Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.
- \*Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.
- \*Responds to signals when transitioning from one activity to another.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.5 Begin to demonstrate an understanding of social expectations.</b> Cover mouth when sneezing, hold door for another child, share blocks with another child.<b>SE.PK.12.</b> Demonstrate an understanding of rules through actions and conversations.</p> <p><b>SE.37-48.8 Show increasing willingness to work out problems with peers.</b> More willing to talk about problems and issues to work out solutions; participate in transitions and assist with routines (e.g., help other child clean up spilled water).</p>	<p><b>PK.SPC.SA.7</b> Demonstrate an understanding of rules through actions and conversations.</p> <p><b>PK.15</b> Identify the need for rules</p>	<p>1,1b.,1b.6, 8b.</p>	<p>CC1b, CC8b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.**

**HSELOF Indicators:**

- \*Appropriately handles materials during activities.
- \*Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.5 Begin to demonstrate an understanding of social expectations.</b> Cover mouth when sneezing, hold door for another child, share blocks with another child.</p>	<p><b>PK.SPC.SA.8</b> Use materials purposefully, safely, and respectfully as set by group rules.</p>	<p>3,3a.,3a.6</p>	<p>CC1b, CC8b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.**

**HSELOF Indicators:**

- \*Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.
- \* Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circletime.
- \* Waits for turn, such as waits in line to wash hands or waits for turn on swings.
- \* Refrains from aggressive behavior towards others.
- \* Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hithim.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.4 Manage own behavior with increasing skill.</b> Gain new understanding about other people’s feelings to guide the way he manages his own behavior (may decide to share a toy after another child begins to cry).</p> <p><b>SE.37-48.5 Begin to demonstrate an understanding of social expectations.</b> Cover mouth when sneezing, hold door for another child, share blocks with another child.</p> <p><b>SE.37-48.8 Show increasing willingness to work out problems with peers.</b> More willing to talk about problems and issues to work out solutions; participate in transitions and assist with routines (e.g., help other child clean up spilled water).</p> <p><b>SE.37-48.9 Show increasing ability to understand the feelings of others.</b> Can empathize with the feelings of others (e.g., explains to adult why another child is upset and is able to label some feelings).</p>	<p><b>PK.SPC.SM.2</b> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.</p> <p><b>PL.SPC.SCA.1</b> Show empathy and caring for others.</p> <p><b>PK.spc.SCA.2</b> Demonstrate an understanding of how personal choices impact others.</p>	<p>1,1a.,1a.6 2,b.,2b.6 3a., 3b.</p>	<p>CC1a,CC1b,CC1c, CC2a, CC2b, CC2c, CC2d, CC3a, CC3b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

## SUB-DOMAIN: Cognitive Self-Regulation(Executive Functioning)

### Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.

#### HSELOF Indicators:

- \*Stops an engaging activity to transition to another less desirable activity with adult guidance and support.
- \*Delays having desires met, such as agreeing to wait turn to start an activity.
- \*Without adult reminders, waits to communicate information to a group.
- \*Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.4 Manage own behavior with increasing skill.</b> Gain new understanding about other people’s feelings to guide the way he manages his own behavior (may decide to share a toy after another child begins to cry).</p> <p><b>SE.37-48.5 Begin to demonstrate an understanding of social expectations.</b> Cover mouth when sneezing, hold door for another child, share blocks with another child.</p> <p><b>SE.37-48.8 Show increasing willingness to work out problems with peers.</b> More willing to talk about problems and issues to work out solutions; participate in transitions and assist with routines (e.g., help other child clean up spilled water).</p>	<p><b>PK.SPC.SM.1</b> Express feelings, needs, opinions, and desires and begin to identify causal relationships.</p> <p><b>PK.SL.CC.1 a.</b> Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.</p> <p><b>PK.SPC.SA.7</b> Demonstrate an understanding of rules through actions and conversations.</p>	<p>1,1b.,1b.6.,3a., 10b.,</p>	<p>CC3a, CC10b,</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>



**Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.**

**HSELOF Indicators:**

- \*Maintains focus on activities for extended periods of time, such as 15 minutes or more.
- \*Engages in purposeful play for extended periods of time.
- \*Attends to adult during large and small group activities with minimal support.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>AL.37-48.1 Demonstrate increasing interest in interactions within his environment.</b> Be able to play alone or with others for longer periods of time; enjoy pretending; show delight in completing a puzzle or building a structure; enjoy building or drawing beside a familiar adult</p> <p><b>AL.37-48.2 Demonstrate ability to act out more complex pretend play scenarios.</b> Act out scenarios and familiar situations seen at home; begin to make up complex scenarios in pretend play (“you be the mommy and I will be the granny and we take care of the baby”).</p>	<p><b>PK.AL .SR.5.</b> Maintain focus appropriate to completing a task and/or learning activity.</p> <p><b>PK.SPC.SA.6</b> Seek and accept guidance from primary caregivers, teachers, and other familiar adults.</p>	<p>11, a., 11a.4,11a.6 2,2a.,2a.8 14, b., 14b.4</p>	<p>CC1b, CC11a, CC11b, CC11d,</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-ATL 7. Child persists in tasks.**

**HSELOF Indicators:**

- \*Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.
- \*Returns with focus to an activity or project after having been away from it.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>AL.37-48.4 Attempt more challenging things.</b> ask to try a more challenging puzzle; experiment with different kinds of writing and drawing tools.</p> <p><b>AL.37-48.7 Identify a problem and sometimes solve it with the help of others.</b> Ask teacher where a puzzle piece fits after several attempts at trying to find out on her own; ask another child to give object or toy that she needs for building or pretend play.</p> <p><b>AL.37-48.9 Stay interested in an activity for longer periods of time.</b> Look at pages of favorite book for several minutes; spend more time on an art activity or a favorite activity.</p> <p><b>AL.37-48.10 Work at a task or activity for longer periods of time.</b> Spend time necessary to complete a puzzle; use all the blocks in a set to complete a structure; sit and listen to a favorite book.</p>	<p><b>PK.AL.SR.6</b> Persist in solving a problem or question, with adult prompting.</p> <p><b>PK.SPC.RS 1</b> Seek assistance and/or information when needed to complete a task.</p> <p><b>PK.SPC.RS.2</b> Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).</p>	<p>11,b., c., e., 11b.4, 11b.6 11c.8, 11e.6, 2,c.,2c.6</p>	<p>CC11a, CC11b, CC11d</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.**

**HSELOF Indicators:**

- \*Accurately recounts recent experiences in the correct order and includes relevant details.
- \*Successfully follows detailed, multi-step directions, sometimes with reminders.
- \*Remembers actions to go with stories or songs shortly after being taught.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year Old	Creative Curriculum	Evidence
<p><b>AL.37-48.3 Demonstrate awareness of connection between prior and new knowledge.</b> Recite nursery rhymes and sing songs; begin to predict what will happen next in a story or book; understand a sequence of routines and follow them easily without assistance from caregiver.</p> <p><b>LE.37-48.1 Listen with understanding and interest to conversations, directions, music and a variety of reading materials.</b> Respond correctly to questions about own name, sex and age; understand relationships expressed by “if,” “then,” or “because” sentences; understand “let’s pretend;” can answer questions about a story plot; demonstrate understanding of conversations through own actions and responses to directions and questions.</p>	<p><b>PK.SL.CC.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.</p> <p><b>PK.AL.CT.9</b> Demonstrate an awareness of connection between prior and new knowledge.</p>	<p>8, 8a.8 12,b., 12b.6</p>	<p>CC12, CC12a, CC8b, CC18c, CC36</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.**

**HSELOF Indicators:**  
 \*Tries different strategies to complete work or solve problems including with other children.  
 \*Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.  
 \*Transitions between activities without getting upset.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year Old	Creative Curriculum	Evidence
<p><b>SE.37-48.6 Engage in cooperative play with other children.</b> Can include give and take in play with others; sometimes work out problems encountered during play with others.</p> <p><b>SE.37-48.8 Show increasing willingness to work out problems with peers.</b> More willing to talk about problems and issues to work out solutions; participate in transitions and assist with routines (e.g., help other child clean up spilled water).</p> <p><b>AL.37-48.6.</b> Uses materials in complex ways, may use in ways other than originally intended.</p> <p><b>AL.37-48.7 Identify a problem and sometimes solve it with the help of others.</b> Ask teacher where a puzzle piece fits after several attempts at trying to find out on her own; ask another child to give object or toy that she needs for building or pretend play.</p>	<p><b>PK.AL.SR.7</b> Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.</p> <p><b>PK.AL.CT.10</b> Identify a problem and attempt multiple ways to solve it, with or without assistance.</p> <p><b>PK.AL.CB.14</b> Demonstrate a willingness to collaborate with others to solve a problem.</p> <p><b>PK.SPC.SA.7</b> Demonstrate an understanding of rules through actions and conversations.</p>	<p>11,11b.,11b.6                      11,11c.,11c.6,                      e., 11e.4                      2,2c,2c.6                      1,1b.,1b.6</p>	<p>CC1a, CC1b, CC2c,                      CC3a, CC8b, CC11a,                      CC11b, CC11c</p>	<p>TABS                      Behavior Incident Reports                      TSG Gold                      Observations                      IEP                      Lesson Plans                      School Readiness                      Goal Evidence</p>

## SUB DOMAIN: Initiative and Curiosity

### Goal P-ATL 10. Child demonstrates initiative and independence.

**HSELOF Indicators:**

- \*Engages in independent activities.
- \*Makes choices and communicates these to adults and other children.
- \*Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.
- \*Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>AL.37-48.1 Demonstrate increasing interest in interactions within his environment.</b> Be able to play alone or with others for longer periods of time; enjoy pretending; show delight in completing a puzzle or building a structure; enjoy building or drawing beside a familiar adult.</p> <p><b>AL.37-48.2 Demonstrate ability to act out more complex pretend play scenarios.</b> Act out scenarios and familiar situations seen at home; begin to make up complex scenarios in pretend play (“you be the mommy and I will be the granny and we take care of the baby”).</p> <p><b>AL.37-48.9 Stay interested in an activity for longer periods of time.</b> Look at pages of favorite book for several minutes; spend more time on an art activity or a favorite activity.</p> <p><b>AL.37-48.10 Work at a task or activity for longer periods of time.</b></p>	<p><b>PK.AL.CR.1</b> Independently interact with a variety of materials through multiple play activities.</p> <p><b>PK.AL.CR.2</b> Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).</p> <p><b>PK.AL.CR.3</b> Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.</p>	<p>11, a., 11a.4, 11b,11b6, 11d,11d6 11e,11e6</p>	<p>CC1c, CC2, CC2a, CC2c, CC2d, CC3b, CC11, CC11a, CC11b, CC11c, CC11d, CC11e,</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-ATL 11. Child shows interest in and curiosity about the world around them.**

**HSELOF Indicators:**  
 \*Asks questions and seeks new information.  
 \*Is willing to participate in new activities or experiences even if they are perceived as challenging.  
 \*Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

TN-ELDS	TN State Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>AL.37-48.4 Attempt more challenging things.</b> ask to try a more challenging puzzle; experiment with different kinds of writing and drawing tools.</p> <p><b>AL.37-48.5 Continue to ask questions for information or clarification.</b> “Who’s that?”, “What are you doing?”, “My turn?” “Me go?”</p> <p><b>SS.37-48.1. Begins to understand concept of individual, culture and community.</b></p> <p><b>SS.37-48.2 Demonstrate increasing interest in unfamiliar people.</b> Point out people in books and pictures; enjoy learning about community helpers; may begin to seek attention of unfamiliar adults who enter classroom or home; may ask questions about people who look or sound different than themselves.</p> <p><b>SS.37-48.3. Identify common events and routines.</b></p> <p><b>SS.37-48.4. Begin to categorize time intervals</b></p> <p><b>SS.37-48.5. React to changes in the environment.</b></p>	<p><b>PK.AL.CR.4</b> Demonstrate a willingness to engage in new experiences and activities.</p> <p><b>PK.AL.CT.8</b> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).</p> <p><b>AL.PK.CO.12</b> Seek assistance and/or information when needed to complete a task.</p>	<p>11,11d.,11d.6 8,8a.,8a.6 30,31</p>	<p>CC8, CC8a, CC10a, C11a, CC11b, CC11d, CC11e</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

## SUB DOMAIN: Creativity

### Goal P-ATL 12. Child expresses creativity in thinking and communication.

#### HSELOF Indicators:

- \*Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.
- \*Approaches tasks, activities, and play in ways that show creative problem solving.
- \*Uses multiple means of communication to creatively express thoughts, feelings or ideas.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>AL.37-48.3 Demonstrate awareness of connection between prior and new knowledge.</b> Recite nursery rhymes and sing songs; begin to predict what will happen next in a story or book; understand a sequence of routines and follow them easily without assistance from caregiver.</p> <p><b>AL.37-48.5 Continue to ask questions for information or clarification.</b> “Who’s that?”, “What are you doing?”, “My turn?” “Me go?”</p> <p><b>AL.37-48.7 Identify a problem and sometimes solve it with the help of others.</b> Ask teacher where a puzzle piece fits after several attempts at trying to find out on her own; ask another child to give object or toy that she needs for building or pretend play.</p> <p><b>AL.37-48.8 Continue to make things happen within his environment.</b> Experiment with cause and effect; may provoke reactions from other children by taking toy away.</p> <p><b>CA.37-48.1. Enjoy participating in group music activities and music making activities.</b> Explores musical concepts and expression</p> <p><b>CA.37-48.2. Experiment with voice and instruments.</b> Explores musical concepts and expression.</p> <p><b>CA.37-48.3. Focus on and shows fascination for fun things.</b> Explores the visual arts.</p> <p><b>CA.37-48.4. Scribble and paint and begin to use other art materials.</b></p> <p><b>CA.37-48.5. Control body to participate in creative movement and drama.</b> Explores dance and movement concepts. Explores drama through actions and language.</p> <p><b>CA.37-48.6. Become more creative in dramatic play activities.</b></p>	<p><b>PK.AL.CR.4</b> Demonstrate a willingness to engage in new experiences and activities.</p> <p><b>PK.AL.CT.9</b> Demonstrate an awareness of connection between prior and new knowledge.</p> <p><b>PK.CA.1</b> Experiment with a variety of media and art materials for tactile experience and exploration.</p> <p><b>PK.CA.2.</b> Create artistic works with intent and purpose using varying tools, texture, color, and technique.</p> <p><b>PK.CA.3</b> Present and respond to visual art created by self and others.</p> <p><b>PK.CA.4.</b> Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing</p> <p><b>PK.CA.5.</b> Create and perform using voice, traditional instruments, and/or non-traditional instruments.</p> <p><b>PK.CA.6</b> Respond to feelings through dance or creative movement.</p> <p><b>PK.CA.7</b> Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, “props”)</p> <p><b>PK.CA.8</b> Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.</p> <p><b>PK.CA.9</b> Respond and react to theatre and drama presentations.</p> <p><b>PK.CA.10</b> Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.</p>	<p>11, c., 11c.4, 11d.,11d6 12,12b.,12b.6 33, 34, 35, 36</p>	<p>CC9a, CC11c, CC11d, CC11e, CC33, CC34, CC35, CC36</p>	<p>TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-ATL 13. Child uses imagination in play and interactions with others.**

**HSELOF Indicators:**

- \*Engages in social and pretend play.
- \*Uses imagination with materials to create stories or works of art.
- \*Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>AL.37-48.2 Demonstrate ability to act out more complex pretend play scenarios.</b> Act out scenarios and familiar situations seen at home; begin to make up complex scenarios in pretend play (“you be the mommy and I will be the granny and we take care of the baby”).</p> <p><b>AL.37-48.6 Use materials in complex ways, may use in ways other than originally intended.</b> Build a block structure as a house for a doll; use blocks as food in the housekeeping area.</p> <p><b>CA.37-48.4 Scribble and paint and begin to use other art materials.</b> Begins to add some detail to drawings and paintings; begins to create models with dough or clay.</p> <p><b>CA.37-48.5 Control body to participate in creative movement and drama.</b> Express through music and dancing what is felt through music; show growth in moving to music, imitates and pretend to be different characters; enjoy using simple props while moving to music; move to different rhythms; enjoy listening to different music styles.</p> <p><b>CA.37-48.6 Become more creative in dramatic play activities.</b> Participate in a variety of dramatic play activities; show growing <u>creativity</u> and imagination in using materials and in assuming different roles in dramatic play situations.</p>	<p><b>PK.AL.CR.1</b> Independently interact with a variety of materials through multiple play activities.</p> <p><b>PK.AL.CR.2</b> Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).</p> <p><b>PK.AL.CR.3</b> Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.</p> <p><b>PK.AL.CB.13</b> Engage in play-based, student-directed activities with a peer or peers (e.g. dramatic play, block building, symbolic play in recess) for at least a5 consecutive minutes, at multiple times throughout the year.</p> <p><b>PK.CA.1</b> Experiment with a variety of media and art materials for tactile experience and exploration.</p> <p><b>PK.CA.2.</b> Create artistic works with intent and purpose using varying tools, texture, color, and technique.</p>	<p>11,11b, 11b.6,11d, 11d.6 11e,11e.6 2,2.c,2c.6 33,34,35,36</p>	<p>CC9a, CC9d, CC14a, CC14b, CC19b, CC33, CC34, CC35, CC36</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

<p><b>CA.37-48.2 Experiment with voice and instruments.</b> Explore vocal pitch sounds (enjoys making high pitch sounds with own voice); experiment with musical instruments.</p>	<p><b>PK.CA.3</b> Present and respond to visual art created by self and others.</p> <p><b>PK.CA.4.</b> Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing</p> <p><b>PK.CA.5.</b> Create and perform using voice, traditional instruments, and/or non-traditional instruments.</p> <p><b>PK.CA.6</b> Respond to feelings through dance or creative movement.</p> <p><b>PK.CA.7</b> Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, “props”)</p> <p><b>PK.CA.8</b> Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.</p> <p><b>PK.CA.9</b> Respond and react to theatre and drama presentations.</p>			
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# Social and Emotional Development

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning. Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Children who develop trusting relationships with adults are able to more fully explore and engage in the world around them; children know that the adults will support them in challenging times.

## **Core Strategies to Promote School Readiness in the Social and Emotional Development domain:**

Head Start staff will be trained on ACES (Adverse Childhood Experiences) and Behavior Management in an effort to ensure support for challenging behaviors. The agency will contract with a licensed mental health consultant that will support staff ongoing throughout the year.

During the enrollment process, Family Services ask for input and suggestions from parents on training they feel would be beneficial. These ideas are incorporated into monthly Parent Committee Meetings and trainings. Family Services invite CCR&R (Mid Cumberland Child Care Resources & Referral Agency) to present information at Parent Committee Meetings regarding a variety of developmental appropriate methods and strategies for parenting. Parents and staff are in attendance during these trainings.

*The Creative Curriculum for Pre-School 6<sup>th</sup> Edition* includes family engagement activities that are based on the ongoing study. Parents are invited to share and join classroom activities as children discover and learn.

The program will implement Conscious Discipline by Dr. Becky A. Bailey as part of our behavior management strategies. Staff will receive pre-service training from CCRR (Mid Cumberland Child Care Resources & Referral Agency).

The *Children Just Like Me* resource will continue to be used to assist children in identifying that individuals have unique abilities, emotions and interests. This is reflected on the Lesson Planning Form.

Family Services invite CCRR (Mid Cumberland Child Care Resources & Referral Agency) to present information at Parent Committee Meetings regarding a variety of developmental appropriate methods and strategies for parenting. Parents and staff are in attendance during these trainings.

**DOMAIN: Social and Emotional**  
**SUB DOMAIN: Relationships with Adults**

**Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.**

**HSELOF Indicators:**

- \*Interacts readily with trusted adults.
- \*Engages in some positive interactions with less familiar adults, such as parent volunteers.
- \*Shows affection and preference for adults who interact with them on a regular basis.
- \*Seeks help from adults when needed.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SS.37-48.1 Begins to understand concept of individual, culture and community.</b> Begin to recognize likenesses and differences in others; begin to understand family structures and roles; draw self, usually with head and not much detail; act out family roles in dramatic play center.</p> <p><b>SS.37-48.2 Demonstrate increasing interest in unfamiliar people.</b> Point out people in books and pictures; enjoy learning about community helpers; may begin to seek attention of unfamiliar adults who enter classroom or home; may ask questions about people who look or sound different than themselves.</p>	<p><b>PK.SPC.SA.6</b> Seek and accept guidance from primary caregivers, teachers, and other familiar adults.</p> <p><b>PK.SPC.R.2</b> Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).</p>	<p>2,2a.,2a.8</p>	<p>CC2a</p>	<p>TABS            Behavior Incident Reports            TSG Gold Observations            IEP            Lesson Plans            School Readiness            Goal Evidence</p>

**Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.**

**HSELOF Indicators:**  
 \*Engages in prosocial behaviors with adults, such as using respectful language or greetings.  
 \*Attends to an adult when asked.  
 \*Follows adult guidelines and expectations for appropriate behavior.  
 \*Asks or waits for adult permission before doing something when they are unsure.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.4 Manage own behavior with increasing skill.</b> Gain new understanding about other people’s feelings to guide the way he manages his own behavior (may decide to share a toy after another child begins to cry).</p> <p><b>SE.37-48.5 Begin to demonstrate an understanding of social expectations.</b> Cover mouth when sneezing, hold door for another child, share blocks with another child.</p>	<p><b>PK.SPC.SM.2</b> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support</p> <p><b>PK.SPC.SA.6</b> Seek and accept guidance from primary caregivers, teachers, and other familiar adults.</p> <p><b>PK.SPC.RS.2</b> Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).</p>	<p>1, a., 1a.4 2,a.,2a.8</p>	<p>CC1b, CC2a, CC2b, CC11a</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

## SUB DOMAIN: Relationships with Other Children

### Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

**HSELOF Indicators:**  
 \*Engages in and maintains positive interactions with other children.  
 \*Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.  
 \*Takes turns in conversations and interactions with other children.  
 \*Develops friendships with one or two preferred other children.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.6 Engage in cooperative play with other children.</b> Can include give and take in play with others; sometimes work out problems encountered during play with others.</p> <p><b>SE.37-48.8 Show increasing willingness to work out problems with peers.</b>                      More willing to talk about problems and issues to work out solutions; participate in transitions and assist with routines (e.g., help other child clean up spilled water).</p> <p><b>SE.37-48.9 Show increasing ability to understand the feelings of others.</b> Can empathize with the feelings of others (e.g., explains to adult why another child is upset and is able to label some feelings).</p>	<p><b>PK.AL.CB.13</b> Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.</p> <p><b>PK.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations across activities throughout the day.</p> <p><b>PK.SPC.RS.3</b> Initiate play and interact positively with another child or children.</p> <p><b>PK.SPC.RS.4</b> Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.</p>	<p>2,b,2b.4, d.,2d.6 c., 2c.4, 3, b., 3b.6, 10c. 10b.</p>	<p>CC1, CC1a, CC2, CC2b CC2c, CC2d, CC3, CC3a, CC3b, CC10, CC10a, CC10b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-SE 4. Child engages in cooperative play with other children.**

**HSELOF Indicators:**  
 \*Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.  
 \*Demonstrates willingness to include others’ ideas during interactions and play.  
 \*Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.  
 \*Engages in reflection and conversation about past play experiences.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>AL.37-48.2 Demonstrate ability to act out more complex pretend play scenarios.</b> Act out scenarios and familiar situations seen at home; begin to make up complex scenarios in pretend play (“you be the mommy and I will be the granny and we take care of the baby”).</p> <p><b>SE.37-48.6 Engage in cooperative play with other children.</b> Can include give and take in play with others; sometimes work out problems encountered during play with others.</p> <p><b>SE.37-48.9 Show increasing ability to understand the feelings of others.</b> Can empathize with the feelings of others (e.g., explains to adult why another child is upset and is able to label some feelings).</p> <p><b>LE.37-48.2 Use language for a variety of purposes.</b> Tell familiar stories; make up stories and like silly words and stories; know and tell name and gender of family members; engage in imaginary talk; play both roles; ask many questions and want to know how answers fit into own thoughts and understanding; show imagination in verbal expressions; tell sequence of story with appropriate pictures; like to talk about things that have happened and will happen; participate in meaningful, two-way conversations with another person; ask many “who, what, why and where questions”</p>	<p><b>PK.SPC.RS.3</b> Initiate play and interact positively with another child or children.</p> <p><b>PK.SPC.RS.4</b> Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.</p> <p><b>PK.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations across activities throughout the day.</p>	<p>2,d.,2d.6                  2, c., 2c.4                  2, b., 2b.4                  9d., 10a., 12a.</p>	<p>CC2, CC2b, CC2c, CC2d, CC3a, CC9a, CC9d, CC10a., CC12a</p>	<p>TABS                  Behavior Incident Reports                  TSG Gold Observations                  IEP                  Lesson Plans                  School Readiness Goal Evidence</p>

**Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.**

**HSELOF Indicators:**

- \*Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"
- \*Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.
- \*Expresses feelings, needs, and opinions in conflict situations.
- \*Seeks adult help when needed to resolve conflicts.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>AL.37-48.7 Identify a problem and sometimes solve it with the help of others.</b> Ask teacher where a puzzle piece fits after several attempts at trying to find out on her own; ask another child to give object or toy that she needs for building or pretend play.</p> <p><b>SE.37-48.2 Verbalize feelings needs and wants.</b> Talk to self and others (including dolls, puppets, imaginary friends) about what he/she is thinking about and how he/she feels; continue to use physical ways of expressing self when feelings are intense</p> <p><b>LE.37-48.2 Use language for a variety of purposes.</b> Tell familiar stories; make up stories and like silly words and stories; know and tell name and gender of family members; engage in imaginary talk; play both roles; ask many questions and want to know how answers fit into own thoughts and understanding; show imagination in verbal expressions; tell sequence of story with appropriate pictures; like to talk about things that have happened and will happen; participate in meaningful, two-way conversations with another person; ask many "who, what, why and where questions"</p> <p><b>SE.37-48.9 Show increasing ability to understand the feelings of others.</b> Can empathize with the feelings of others (e.g., explains to adult why another child is upset and is able to label some feelings).</p>	<p><b>PK.AL.CB.14</b> Demonstrate a willingness to collaborate with others to solve a problem.</p> <p><b>PK.SPC.SA.1.</b> Express feelings, needs, opinions, and desires in a way which is appropriate to the situations.</p> <p><b>PK.SPC.SM.2</b> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.</p>	<p>1,1a.,1a.6 1, c., 1c.6 2, b., 2b.4, 9a, 11c., 12a.13,</p>	<p>CC1a, CC2b, CC2c, CC3a, CC3b, CC9a, CC11c, CC12a, CC12b, CC13</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

## SUB DOMAIN: Emotional Functioning

### Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

**HSELOF Indicators:**  
 \*Recognizes and labels basic emotions in books or photographs.  
 \*Uses words to describe own feelings.  
 \*Uses words to describe the feelings of adults or other children.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.2 Verbalize feelings, needs and wants.</b> Talk to self and others (including dolls, puppets, imaginary friends) about what he/she is thinking about and how he/she feels; continue to use physical ways of expressing self when feelings are intense.</p> <p><b>SE.37-48.9 Show increasing ability to understand the feelings of others.</b> Can empathize with the feelings of others (e.g., explains to adult why another child is upset and is able to label some feelings).</p>	<p><b>PK.SPC.SA.1.</b> Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.</p> <p><b>PK.SPC.SA.2</b> Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.</p>	2,2b., 2b.4, 2b.6 9a	CC2b, CC9a	TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence

**Goal P-SE 7. Child expresses care and concern toward others.**

**HSELOF Indicators:**  
 \*Makes empathetic statements to adults or other children.  
 \*Offers support to adults or other children who are distressed.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.9 Show increasing ability to understand the feelings of others.</b> Can empathize with the feelings of others (e.g., explains to adult why another child is upset and is able to label some feelings).</p>	<p><b>PK.SPC.SA.1.</b> Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.</p> <p><b>PK.SPC.SM.2</b> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.</p> <p><b>PK.SPC.RS.4</b> Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.</p>	<p>2 b., 2b.4 9a.</p>	<p>CC2b, CC9a</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>



**Goal P-SE 8. Child manages emotions with increasing independence.**

**HSELOF Indicators:**  
 \*Expresses feelings in ways that are appropriate to the situation.  
 \*Looks for adult assistance when feelings are most intense.  
 \*Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.2 Verbalize feelings needs and wants.</b> Talk to self and others (including dolls, puppets, imaginary friends) about what he/she is thinking about and how he/she feels; continue to use physical ways of expressing self when feelings are intense.</p> <p><b>SE.37-48.9 Show increasing ability to understand the feelings of others.</b> Can empathize with the feelings of others (e.g., explains to adult why another child is upset and is able to label some feelings).</p>	<p><b>PK.SPC.SM.2</b>                      Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.</p> <p><b>PK.SPC.SA.2</b>                      Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.</p>	<p>1, a., 1a.6                      2a., 2b.,                      9, 9a.,</p>	<p>CC1, CC1a, CC2a, CC2b, CC9, CC9a</p>	<p>TABS                      Behavior Incident Reports                      TSG Gold Observations                      IEP                      Lesson Plans                      School Readiness Goal Evidence</p>

## SUB DOMAIN: Sense of Identity and Belonging

### Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

**HSELOF Indicators:**

\*Describes self-using several different characteristics.

\*Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.1 Show positive self-esteem.</b> Recognize own special interests and abilities (child announces “I can run really fast!”); expresses pride in accomplishments.</p> <p><b>SS.37-48.1 Begins to understand concept of individual, culture and community.</b> Begin to recognize likenesses and differences in others; begin to understand family structures and roles; draw self, usually with head and not much detail; act out family roles in dramatic play center.</p>	<p><b>PK.02.</b> Begin to recognize similarities and differences between family customs and cultures.</p> <p><b>PK.SPC.SA.3</b> Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).</p> <p><b>PK.SPC.SA.4</b> Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p> <p><b>PK.CA.8</b> Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.</p>	<p>9a., 29, 30</p>	<p>CC9a,, CC29, CC30</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.**

**HSELOF Indicators:**  
 \*Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.  
 \*Expresses own ideas or beliefs in group contexts or in interactions with others.  
 \*Uses positive words to describe self, such as kind or hard-worker.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.3 Show greater comfort with independence and increased feelings of self-worth.</b> Take pride in accomplishments (“I did the puzzle by myself!”); develop a sense of humor; can laugh at self and others when small accidents happen.</p>	<p><b>PK.SPC.SA.5</b> Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.</p>	<p>29</p>	<p>CC29</p>	<p>TABS                      Behavior Incident Reports                      TSG Gold Observations                      IEP                      Lesson Plans                      School Readiness Goal Evidence</p>

**Goal P-SE 11. Child has sense of belonging to family, community, and other groups.**

**HSELOF Indicators:**

- \*Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.
- \*Relates personal stories about being a part of different groups.
- \*Identifies similarities and differences about self across familiar environments and settings.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>SE.37-48.1 Show positive self-esteem.</b> Recognize own special interests and abilities (child announces “I can run really fast!”); expresses pride in accomplishments.</p> <p><b>SS.37-48.1 Begins to understand concept of individual, culture and community.</b> Begin to recognize likenesses and differences in others; begin to understand family structures and roles; draw self, usually with head and not much detail; act out family roles in dramatic play center.</p>	<p><b>PK.01.</b> In conversation, describe familiar people, places, things, and events, with reference to a student’s home and school.</p> <p><b>PK.02</b> Begin to recognize similarities and differences between family customs and cultures.</p> <p><b>PK.SPC.SA.3</b> Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).</p> <p><b>PK.SPC.SA.4</b> Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p> <p><b>PK.CA.10</b> Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.</p>	<p>29, 30, 31 9, 9a., 9d.,</p>	<p>CC9a, CC9d, CC29, CC30, CC31</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

# Language and Literacy

Communication is fundamental to the human experience, and language and literacy are essential to children’s learning. Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Language and literacy skills can develop in any language, and for the most part, they develop first in the child’s home language. Supporting development of the home language helps prepare young children for learning English. Children who are dual language learners (DLLs) show different patterns of English acquisition, depending on their prior exposure, their abilities, their temperaments, and the support they receive at home and in the early childhood program. Some children who are DLLs may use different vocabulary and sentence structure in each language. Because literacy development is so closely tied to language, their understanding of written language also may be affected.

## **Core Strategies to Promote School Readiness in the Language and Literacy domain:**

Included in the purchase of *The Creative Curriculum for Preschool 6<sup>th</sup> Edition* are the *Mighty Minutes* and *Intentional Teaching Cards* as well as an extensive library of fiction and non-fiction books. These additional items support the ongoing studies and promote intentional teaching and learning in the classroom to include the development of language and literacy skills.

The agency will promote and monitor the parent participation in the agency sponsored Lending Library program. The Lending Libraries throughout the four county service area include books, puzzles, games, props and other materials to enhance language and literacy skills. The Parent/Teacher Conference forms have been revised to capture the various opportunities parent have to participate in Lending Library opportunities.

The agency has policies in place which promote interaction and language use among children. The Lesson Planning Form requires that Literacy activities are noted and staff will ensure that they are embedding/modeling these skills in daily conversations with the children.

In compliance with Day Care Licensing, staff is now required to have “at least 3 hours of training on pre-literacy and literacy skills and education implementation”.  
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Family Services ensures Literacy training occurs during Parent Committee Meetings. Parents and staff are in attendance during these meetings.

## DOMAIN: Language and Communication

### SUB DOMAIN: Attending and Understanding

#### Goal P-LC 1. Child attends to communication and language from others.

**HSELOF Indicators:**

\*Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.

\*Shows ongoing connection to a conversation, group discussion, or presentation.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>AL.37-48.3 Demonstrate awareness of connection between prior and new knowledge.</b> Recite nursery rhymes and sing songs; begin to predict what will happen next in a story or book; understand a sequence of routines and follow them easily without assistance from caregiver.</p> <p><b>LE.37-48.2 Use language for a variety of purposes. Tell</b> familiar stories; make up stories and like silly words and stories; know and tell name and gender of family members; engage in imaginary talk; play both roles; ask many questions and want to know how answers fit into own thoughts and understanding; show imagination in verbal expressions; tell sequence of story with appropriate pictures; like to talk about things that have happened and will happen; participate in meaningful, two-way conversations with another person; ask many “who, what, why and where questions”</p>	<p><b>PK.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations across activities throughout the day.</p> <p>a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.</p> <p><b>PK.SL.CC.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering question about key details, or by retelling, acting out, or representing key details through work in centers</p> <p><b>PK.SL.CC.3</b> With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.</p>	<p>10, 10a., b., 10b.8 8,,8a. 9, a., 9a.6</p>	<p>CC8, CC8a, CC10, CC10a, CC10b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.**

**HSELOF Indicators:**  
 \*Shows an ability to recall (in order) multiple step directions.  
 \*Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?”  
 \*Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.  
 \*Shows an understanding of talk related to the past or future.  
 \*Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>LE.37-48.1 Listen with understanding and interest to conversations, directions, music and a variety of reading materials.</b> Respond correctly to questions about own name, sex and age, understand relationships expressed by ‘if,’ ‘then,’ ‘or’ ‘because’ sentences; understand ‘let’s pretend,’ ‘can’ answer questions about a story plot; demonstrate understanding of conversations through own actions and responses to directions and question.</p> <p><b>LE.37-48.2 Use language for a variety of purposes. Tell</b> familiar stories; make up stories and like silly words and stories; know and tell name and gender of family members; engage in imaginary talk; play both roles; ask many questions and want to know how answers fit into own thoughts and understanding; show imagination in verbal expressions; tell sequence of story with appropriate pictures; like to talk about things that have happened and will happen; participate in meaningful, two-way conversations with another person; ask many “who, what, why and where questions”</p>	<p><b>PK.SL.CC.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering question about key details, or by retelling, acting out, or representing key details through work in centers.</p> <p><b>PK.SL.PKI.6</b> With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.</p>	<p>8, a., b.                      9, a., 9a.6,                      d., 9d.8                      12a., b.                      37</p>	<p>CC8, CC8a, CC8b,                      CC9d, C12, CC12a,                      CC12b, CC37</p>	<p>TABS                      Behavior Incident Reports                      TSG Gold Observations                      IEP                      Lesson Plans                      School Readiness Goal Evidence</p>

## SUB DOMAIN: Communicating and Speaking

### Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.

**HSELOF Indicators:**

- \*Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.
- \*Uses language, spoken or sign, to clarify a word or statement when misunderstood.
- \*Children who are DLLs may switch between their languages.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>LE.37-48.1 Listen with understanding and interest to conversations, directions, music and a variety of reading materials.</b> Respond correctly to questions about own name, sex and age, understand relationships expressed by ‘if,’ ‘then,’ or ‘because’ sentences; understand ‘let’s pretend,’ ‘can answer questions about a story plot; demonstrate understanding of conversations through own actions and responses to directions and question.</p> <p><b>LE.37-48.2 Use language for a variety of purposes.</b> Tell familiar stories; make up stories and like silly words and stories; know and tell name and gender of family members; engage in imaginary talk; play both roles; ask many questions and want to know how answers fit into own thoughts and understanding; show imagination in verbal expressions; tell sequence of story with appropriate pictures; like to talk about things that have happened and will happen; participate in meaningful, two-way conversations with another person; ask many “who, what, why and where questions”</p>	<p><b>PK.SL.PKI.4</b> Describe familiar people, places, things and events, and, with prompting and support, provide additional detail.</p>	<p>8, a., 8a.6, 9,a., 9b.</p>	<p>CC8, CC8a, CC9, CC9a, CC9b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plan School Readiness Goal Evidence</p>



**Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.**

**HSELOF Indicators:**  
 \*Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.  
 \*With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>LE.37-48.2 Use language for a variety of purposes.</b> Tell familiar stories; make up stories and like silly words and stories; know and tell name and gender of family members; engage in imaginary talk; play both roles; ask many questions and want to know how answers fit into own thoughts and understanding; show imagination in verbal expressions; tell sequence of story with appropriate pictures; like to talk about things that have happened and will happen; participate in meaningful, two-way conversations with another person; ask many “who, what, why and where questions”</p>	<p><b>PK.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations across activities throughout the day  <b>a.</b> Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.  <b>PK.SL.PKI.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.  <b>PK.SL.PKI.6.</b> With modeling, guidance, and support express thoughts, feelings, and ideas through speaking.</p>	<p>10, a., b., 10b.8</p>	<p>CC10, C10a, CC10b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.**

**HSELOF Indicators:**

\*Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.

\*Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.

\*Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>LE.37-48.2 Use language for a variety of purposes.</b> Tell familiar stories; make up stories and like silly words and stories; know and tell name and gender of family members; engage in imaginary talk; play both roles; ask many questions and want to know how answers fit into own thoughts and understanding; show imagination in verbal expressions; tell sequence of story with appropriate pictures; like to talk about things that have happened and will happen; participate in meaningful, two-way conversations with another person; ask many “who, what, why and where questions”</p>	<p><b>PK.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations across activities throughout the day</p> <p><b>PK.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations across activities throughout the day</p> <p><b>a.</b> Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.</p> <p><b>PK.SL.PKI.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p><b>PK.SL.PKI.6.</b> With modeling, guidance, and support express thoughts, feelings, and ideas through speaking.</p>	<p>9, a., 9a.6 9b., 9c. 10,a.,b., 10b.8 18c</p>	<p>CC9, CC9a, CC9b, CC9c, CC10, CC10a, CC18c</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans</p> <p>School Readiness Goal Evidence</p>

## SUB DOMAIN: Vocabulary

### Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

**HSELOF Indicators:**

\*Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.

\*Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.

\*With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes.

\*With support, forms guesses about the meaning of new words from context clues.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
	<p><b>PK.RI.CS.4</b> With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.</p> <p><b>PK.RL.CS.4</b> With prompting and support, respond to questions about the meaning of unknown words in a story</p>	<p>8., 8a., 9a., 18, a., 18a.5, 18a.6, 18.d.</p>	<p>CC8, CC8a, CC9a, CC18</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-LC 7. Child shows understanding of word categories and relationships among words.**

**HSELOF Indicators:**

- \*Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.
- \*Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”
- \*Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.
- \*Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.
- \*Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
LE.37 -48.2. Use language for a variety of purposes.	PK.FL.VA.7b. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)	13,13.6 9,a.,9a.6 8,a.,8a.8	CC8, CC8a, CC9a, CC13	TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence

# DOMAIN: Literacy

## SUB DOMAIN: Phonological Awareness

### Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

**HSELOF Indicators:**

\*Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”

\*Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”

\*Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
	<p><b>PK.FL.PA.2</b> Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.</p> <p><b>a.</b> Recognize and discriminate between rhyming words in spoken language.</p> <p><b>c.</b> Begin to blend and segment onsets and rhymes of single-syllable spoken words.</p> <p><b>e.</b> Identify whether or not two words begin or end with the same sound.</p> <p><b>PK.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p><b>a.</b> Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.</p>	<p>15, a.15a.6 15,c.,15c.615, b.,15b.6 16b</p>	<p>CC15a, CC15b, CC15c, CC16b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

## SUB DOMAIN: Print and Alphabet Knowledge

**Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).**

**HSELOF Indicators:**

- \*Understands that print is organized differently for different purposes, such as a note, list, or storybook.
- \*Understands that written words are made up of a group of individual letters.
- \*Begins to point to single-syllable words while reading simple, memorized texts.
- \*Identifies book parts and features, such as the front, back, title, and author.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>LE.37-48.4 Demonstrate interest in books and what they contain.</b> Recognize specific books by their covers; ask for repeated reading of favorite books; pretend to read; during read aloud make comments and ask questions; participate in shared reading by supplying repetitive phrases.</p> <p><b>LE.37-48.5 Demonstrate knowledge of how to use a book.</b> Recognize when books are upside down or backwards, and turn to correct orientation.</p> <p><b>LE.37-48.6 Show awareness that print conveys a message, that print is read rather than pictures.</b> Begins to look at and comment about the print as much as the pictures; begins to “read” common signs and other print when traveling in a vehicle.</p> <p><b>LE.37-48.7 Begin to attend to print in the environment, especially own name.</b> Recognizes printed name and attempts to print; uses same purposeful scribbling when “writing”.</p>	<p><b>PK.FL.PC.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>a.</b> Handle books appropriately, right-side-up, turning pages one at a time, and front to back.</p> <p><b>b.</b> Recognize that spoken words can be written and read.</p> <p><b>c.</b> With guidance and support, understand that words are made up of alphabet letters.</p> <p><b>PK.FL.PWR.3 b.</b> Recognize high-frequency words by sight, including own name and other familiar words in the environment.</p>	<p>17,a.,17a.4, 17, b., 17b.2 17b.6</p>	<p>CC17, CC17b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.**

**HSELOF Indicators:**

\*Names 18 upper- and 15 lower-case letters.

\* Knows the sounds associated with several letters.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>LE.37 -48.7.</b> Begin to attend to print in the environment, especially own name.</p>	<p><b>PK.FL.PC.1 d.</b> Recognize familiar uppercase letters and some of the most common lowercase letters.</p> <p><b>PK.FL.WC.4</b> a. Begin to recognize the difference between upper and lowercase letters.</p> <p><b>PK.FL.SC.6.h.</b> Begin to recognize that a name begins with a capital letter.</p>	<p>16, a., 16a.4 16b 17b.6</p>	<p>CC16, CC16a, CC16b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

## SUB DOMAIN: Comprehension and Text Structure

### Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.

**HSELOF Indicators:**

- \*Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.
- \*Tells fictional or personal stories using a sequence of at least 2–3 connected events.
- \*Identifies characters and main events in books and stories.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>LE.37-48.4 Demonstrate interest in books and what they contain.</b> Recognize specific books by their covers; ask for repeated reading of favorite books; pretend to read; during read aloud make comments and ask questions; participate in shared reading by supplying repetitive phrases.</p>	<p><b>PK.RI.KID.3</b> With prompting and support, orally retell familiar stories including details. <b>PK.RL.KID.2</b> With prompting and support, orally retell familiar stories including details. <b>PK.RL.KID.3</b> With prompting and support, orally identify characters, settings, and events from a familiar story.</p>	<p>18c., 18a., 18a.4, 18a.5, 18a.6</p>	<p>CC18c, CC18a</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>



**Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.**

**HSELOF Indicators:**

\*Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”

\*Answers increasingly complex inferential questions, such as requiring children to make predictions based on multiple pieces of information from the story; infer characters feelings or intentions; or provide evaluations or judgments that are grounded in the text.

\*Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>25 months – 36 months</b>  <b>LE.25-36.4 Begin to understand the connection between books and personal experiences.</b> Talk about characters and events in storybooks in ways that suggest understanding of what has been said or read; relate events in books to personal experiences; make associations between similar books (e.g., child brings caregiver two books about trains and draws attention to similar pictures).</p>	<p><b>PK.RL.KID.1</b> With modeling, prompting, and support, ask and answer questions about informational text read aloud.  <b>PK.RL. KID.2.</b> With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.  <b>PK.RL.KID.3</b> With prompting and support, orally identify characters, settings, and events from a familiar story</p>	<p>9, 9a.,d.            11, 11a, 11b,            11c, 11d, 11e,            12, 12a., 12b.            18,a.,            18a.4,18a.5,            18a.6             18.,c.,18a.5,            18a.6</p>	<p>CC9, CC9d, CC11,            CC11a, CC11b, CC11c,            CC11d, CC11e, CC12,            CC12a, CC12b, CC18,            CC18a</p>	<p>TABS            Behavior Incident Reports            TSG Gold Observations            IEP            Lesson Plans            School Readiness Goal Evidence</p>

## SUB DOMAIN: Writing

### Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

#### HSELOF Indicators:

- \*Creates a variety of written products that may or may not phonetically relate to intended messages.
- \*Shows an interest in copying simple words posted in the classroom.
- \*Attempts to independently write some words using invented spelling, such as K for kite.
- \*Writes first name correctly or close to correctly.
- \*Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>LE.37-48.7 Begin to attend to print in the environment, especially own name.</b> Recognizes printed name and attempts to print; uses same purposeful scribbling when “writing”.</p> <p><b>LE.37-48.8 Attempt to “write” own name.</b> “Writes” name on paper; letters may or may not be readily identified by others; letters may or may not be from left to right or in a straight line.</p>	<p><b>PK.W.TTP.1</b> With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text</p> <p><b>PK.W.TTP.2</b> With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.</p> <p><b>PK.W.TTP.3.</b> With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.</p>	<p>7b, 11b., 11d., 11e., 14, 14a., 17, 17a., 17b., 19, a.,19a.6 19b., 19b.7,19b.8</p>	<p>CC7b, CC11b, CC11d, CC11e, CC14, CC14a, CC17, CC17a, CC17b, CC18b, CC19, CC19a, CC19b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

# Cognition

Cognitive development includes reasoning, memory, problem solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning. Children play an active role in their own cognitive development by exploring and testing the world around them, but they also need support from parents, teachers and other adults. Cognitive development is presented as two different domains for preschoolers- Mathematics Development and Scientific Reasoning—to reflect the increasingly complex and more differentiated cognitive abilities of this age period. Mathematics development in preschoolers refers to understanding numbers and quantities, their relationships, and operations, such as what it means to add to and take away. Mathematics also includes shapes and their structure, reasoning, measurement, classification, and patterns. Preschoolers are eager to measure their height to see how much they have grown and to chime in with repeating patterns in books and songs. Scientific Reasoning refers to the emerging ability to develop scientific knowledge about the natural and physical worlds, learn scientific skills and methods, and continue developing reasoning and problem-solving skills. For preschoolers, scientific investigation includes making observations, recording them, talking about them, and analyzing them. Their investigations reflect their natural interests in how things work, in plants and animals, their bodies, and weather.

## **Core Strategies to Promote School Readiness in the Cognition domain:**

The new *Creative Curriculum for Preschool 6<sup>th</sup> Edition* studies embed Mathematics and Science into the daily activities provided by the teaching guide. Each classroom has received new materials to ensure hands on exploration in these content areas for children. Items were purchased for playgrounds at each site to provide for a better variety of activities and exploration during children’s outside free choice.

Teachers will continue to build Mathematic skills by ensuring number experiences are a part of practical life events occurring frequently during the day. This can occur by talking about numbers, quantities, measurements, shapes and patterns.

Teachers will ensure that children are given opportunities for observing, classifying and talking about what occurs in the physical world around them. Teachers will be required to ensure there are ongoing Nature/Science projects.

Teaching staff will continue to receive training on how to best facilitate children’s reasoning, problem solving and thinking skills.

## DOMAIN: Mathematics Development

### SUB DOMAIN: Counting and Cardinality

#### Goal P-MATH 1. Child knows number names and the count sequence.

**HSELOF Indicators:**

\*Counts verbally or signs to at least 20 by ones.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>25 months to 36 months</b>  <b>MA.25-36.1 Begin to count by rote.</b> Participate in songs/finger plays involving counting; may pretend to count items although counting is out of sequence. May hold up correct number of fingers when asked, "How old are you?"</p>	<p><b>PK.CC.A.1</b> Count forward from 1 to 30.  <b>PK.CC.A.4</b> Begin to name numerals 0-10</p>	20, a.,	CC20, CC20a	<p>TABS                      Behavior Incident Reports                      TSG Gold Observations                      IEP                      Lesson Plans                      School Readiness                      Goal Evidence</p>

#### Goal P-MATH 2. Child recognizes the number of objects in a small set.

**HSELOF Indicators:**

\*Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>MA.37-48.1 Begin to identify and label objects using numbers.</b>                      Count a collection of 1-4 items and begin to understand that the last counting word tells how many; can quickly "see" and label a group of objects of one to three with a number; begin to make use of one-to-one correspondence in counting objects and matching groups of objects.</p>	<p><b>PK.CC.B.5</b> Understand that a number represents a corresponding quantity.  <b>a.</b> Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity (1-5) quickly, just by looking).</p>	20,a, b., 20b.4 12a.	CC12a, CC20	<p>TABS                      Behavior Incident Reports                      TSG Gold Observations                      IEP                      Lesson Plans                      School Readiness                      Goal Evidence</p>

**Goal P-MATH 3. Child understands the relationship between numbers and quantities.**

**HSELOF Indicators:**  
 \*When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.  
 \*Counts and answers “How many?” questions for approximately 10 objects.  
 \*Accurately counts as many as 5 objects in a scattered configuration.  
 \*Understands that each successive number name refers to a quantity that is one larger.  
 \*Understands that the last number said represents the number of objects in a set.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>MA.37-48.1 Begin to identify and label objects using numbers.</b> Count a collection of 1-4 items and begin to understand that the last counting word tells how many; can quickly “see” and label a group of objects of one to three with a number; begin to make use of one-to-one correspondence in counting objects and matching groups of objects.</p>	<p><b>PK.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.  <b>a.</b> When counting objects, say the number names in the standard order, using one-to-one correspondence.  <b>b.</b> Understand that the last number name said tells the number of objects counted.  <b>c.</b> Recognize that one more object added to a group of objects changes the quantity as a whole.  <b>PK.CC.B.5</b>  <b>b.</b> Given a number from 1-10, count out that many objects.  <b>c.</b> With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.  <b>d.</b> With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.</p>	<p>20, a., 20a.4, 20.a.6 20,b.20b.6 20c.,</p>	<p>CC20, CC20a, CC20b, CC20c</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

Goal P-MATH 4. Child compares numbers.				
<b>HSELOF Indicators:</b> *Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. *Identifies and uses numbers related to order or position from first to tenth.				
TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<b>MA.37-48.2 Begin to use comparative language such as more/less, equal to describe objects.</b> E.g., “my tower is bigger than yours”, “we have the same carrots”.	<b>PK.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality. <b>PK.CC.C.6</b> Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.	12, 12a., 12b., 20, 20a.,20, b., 20c.,22	CC12, CC12a, CC12b, CC20, CC20a, CC20b, CC20c, CC22	TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.				
<b>HSELOF Indicators:</b> *Associates a number of objects with a written numeral 0–5. *Recognizes and, with support, writes some numerals up to 10.				
TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<b>MA.37-48.1 Begin to identify and label objects using numbers.</b> Count a collection of 1-4 items and begin to understand that the last counting word tells how many; can quickly “see” and label a group of objects of one to three with a number; begin to make use of one-to-one correspondence in counting objects and matching groups of objects.	<b>PK.CC.A.3</b> Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines). <b>PK.CC.A.4</b> Begin to name numerals 1-10.	7b., 20, 20c., 20c.8	CC7, CC7a, CC7b, CC12, CC12a, CC12b, CC19, CC19b, CC20, CC20a, CC20b, CC20c, CC22	TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence

## SUB DOMAIN: Operations and Algebraic Thinking

**Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.**

**HSELOF Indicators:**

\*Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.

\*Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.

\*With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, “five, four, three...two!” (keeping track with fingers).

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
	<p><b>PK.OA.A.1</b> With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p><b>PK.OA.A.2</b> With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., bu using objects or drawings to represent the problem).</p> <p><b>PK.OA.A.3</b> Compose and decompose numbers to 5, in more than one way, by using objects or drawings.</p> <p><b>PK.OA.A.4</b> Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5</p>	<p>11c., 12, 12a., 12b., 20, 20a., 20c. 20b.7, 20e.</p>	<p>CC8, CC8a, CC8b, CC11c, CC12, CC12a, CC12b, CC20, CC20a, CC20c</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-MATH 7. Child understands simple patterns.**

**HSELOF Indicators:**  
 \*Fills in missing elements of simple patterns.  
 \*Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug, and extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.  
 \*Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>MA.37-48.3 Explores and begins to sort and classify objects.</b> Begin to sort objects on the basis of one dimension, color, size, shape; begins to recognize, duplicate and create patterns; begin to place objects in order through trial and error.</p>		23	CC11a, CC11b, CC11e, CC12, CC12a, CC12b, CC23	TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence



## SUB DOMAIN: Measurement

**Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.**

**HSELOF Indicators:**

- \*Measures using the same unit, such as putting together snap cubes to see how tall a book is.
- \*Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.
- \*Uses comparative language, such as shortest, heavier, or biggest.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>MA.37-48.4 Begin to demonstrate understanding of time, length, weight, capacity and temperature.</b> Recognize and label measurable characteristics of objects (e.g. , "I need the long string."); know when there are too many children in the art center; know own feelings of hot or cold.</p>	<p><b>PK.MD.A.1</b> Describe measurable attributes of a single object, such as length, width, height.  <b>PK.MD.A.2</b> Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.)</p>	<p>22, a., 22a.4, 22a.8, 22a.6</p>	<p>CC7, CC7a, CC9, CC9a, CC11, CC11a, CC11c, CC11e, CC12, CC12a, CC12b, CC20, CC20a, CC20b, CC20c, CC22</p>	<p>TABS            Behavior Incident Reports            TSG Gold            Observations            IEP            Lesson Plans            School Readiness            Goal Evidence</p>

## SUB DOMAIN: Geometry and Spatial Sense

### Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.

**HSELOF Indicators:**

\*Names and describes shapes in terms of length of sides, number of sides, and number of angles.

\*Correctly names basic shapes regardless of size and orientation.

\*Analyzes, compares and sorts two and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.

\*Creates and builds shapes from components.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>MA.37-48.3 Explores and begins to sort and classify objects.</b> Begin to sort objects on the basis of one dimension, color, size, shape; begins to recognize, duplicate and create patterns; begin to place objects in order through trial and error.</p>	<p><b>PK.G.A.2</b> Correctly name some two-dimensional shapes.  <b>PK.G.A.3</b> Begin to explore shapes as two-dimensional or three-dimensional.  <b>PK.G.A.4</b> Begin to describe objects in the environment using names of shapes.  <b>PK.MD.C.4</b> Sort a collection of objects into given categories using more than one attribute.  <b>PK.G.B.4</b> Describe similarities and differences between two-dimensional shapes.  <b>PK.G.B.5</b> Model shapes in the world by building and drawing shapes.  <b>PK.G.B.6</b> Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.  <b>PK.12</b> Recognize shapes found on flags and identify the American flag.</p>	<p>21, b., 21b.4, 21b.5,21b.6, 21b.7,21b.8</p>	<p>CC7, CC7a, CC9, CC9c, CC21, CC21b</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-MATH 10. Child explores the positions of objects in space.**

**HSELOF Indicators:**  
 \*Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.  
 \*Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>MA.37-48.5 Become aware of his body and personal space during active exploration of physical environment.</b>                      Begin to build mental and physical maps of his surroundings, responds to “Put it beside”, or “Put it under”, explore geometric shapes using hands, eyes and mind.</p>	<p><b>PK.G.A.1</b> Begin to use relative position words in appropriate context, such as above, below, beside, and between.  <b>PK.SC.6.f.</b> With prompting and support, use the most frequently occurring prepositions when speaking and I shared language activities.  <b>PK.08</b> Use directions such as up, down, in front, and behind.</p>	<p>21, a., 21a.4, 21a.6</p>	<p>CC8, CC8a, CC8b, CC9, CC9a, CC10, CC10a, CC12, CC12a, CC12b, CC21, CC21a</p>	<p>TABS                      Behavior Incident Reports                      TSG Gold Observations                      IEP                      Lesson Plans                      School Readiness                      Goal Evidence</p>

## DOMAIN: Scientific Reasoning

### SUB DOMAIN: Scientific Inquiry

#### Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

##### HSELOF Indicators:

- \*Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.
- \*Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.
- \*Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.
- \*Represents observable phenomena with pictures, diagrams, and 3-D models.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>S.37-48.1 Demonstrate growing ability to connect sensory input with words and expressions.</b> Continues to expand sensory vocabulary and utilizes growing capabilities to begin interpretation of information (“this feels squishy,”“something smells yucky”).</p> <p><b>S.37-48.2 Observe surroundings in relation to prior knowledge and methods.</b> Understand new information and begin to explore more complex situations and concepts; expand knowledge of and respect for their body and the environment; expand knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</p> <p><b>S.37-48.8 Demonstrates understanding of simple weather conditions and related vocabulary.</b></p> <p><b>S.37-48.10. Observe and describe the characteristics and needs of plants and animals.</b></p> <p><b>S.37-48.11</b> Describe and categorize objects based on some observable properties.</p>	<p><b>PK.PS1.01.a.</b> Describe and categorize objects based on their observable properties.</p> <p><b>b. Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.</b></p> <p><b>c.</b> Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).</p> <p><b>d.</b> Observe, predict, and describe how objects can be combined, stacked or arranged to create a new object.</p> <p><b>PK.LS1.01 a.</b> Identify common attributes of familiar living things. <b>b.</b> Recognize differences between living organisms and non-living materials.</p> <p><b>c.</b> Recognize and describe the function of the five senses of humans.</p> <p><b>PK.PD.1.</b> Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.</p> <p><b>PK.AL.CT.9</b> Demonstrate an awareness of connection between prior/new knowledge.</p>	<p>7a., 9, 9a., 10, 10a., 10b., 11, 11a.,11b., 11d., 11e., 12, 12a., 12b., 13, 24, 25, 26, 27, 28 12b.6</p>	<p>CC7a, CC9, CC9a, CC10, CC10a, CC10b, CC11, CC11a,CC11b, CC11d, CC11e, CC12, CC12a, CC12b, CC13, CC19, CC19b, CC24, CC26, CC28</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-SCI 2. Child engages in scientific talk.**

**HSELOF Indicators:**

\*Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.

\*Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>S.37-48.1. Demonstrate growing ability to connect sensory input with words and expressions.</b></p> <p><b>S.37-48.2 Observe surroundings in relation to prior knowledge and methods.</b> Understand new information and begin to explore more complex situations and concepts; expand knowledge of and respect for their body and the environment; expand knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</p> <p><b>S.37-48.8 Demonstrates understanding of simple weather conditions and related vocabulary.</b> Participate in identifying simple weather conditions of the day (sunny, cloudy, and snowy).</p> <p><b>S.37-48.12. Develop an awareness that objects can change in their environment.</b></p>	<p><b>PK.PS1.01.a.</b> Describe and categorize objects based on their observable properties.</p> <p><b>PK.ESS2.01.a.</b> Investigate and identify a variety of Earth materials by their observable properties (e.g., soil, rocks, sand, water).</p> <p><b>b.</b> Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).</p> <p><b>PK.ESS3.01.a.</b> Observe, describe, and compare the habitats of plants and animals.</p> <p><b>b.</b> Observe and discuss how humans and animals respond to changes in weather.</p> <p><b>PK.ESS3.01.b</b> Observe and discuss how humans and animals respond to changes in weather.</p> <p><b>PK.ESS3.01.c.</b> Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks soil to grow food, bricks to make homes, plants to make food, etc.)</p>	<p>11,d., 24, 25, 26, 27,</p>	<p>CC8, CC8a, CC9, CC9a, CC9b, CC10, CC10a, CC10b, CC11, CC11a, CC11b, CC11c, CC11d, CC11e, CC12, CC12a, CC12b, CC13, CC14, CC24, CC25, CC26</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans</p>

**Goal P-SCI 3. Child compares and categorizes observable phenomena.**

**HSELOF Indicators:**  
 \*Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.  
 \*Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>S.37-48.1 Demonstrate growing ability to connect sensory input with words and expressions.</b> Continues to expand sensory vocabulary and utilizes growing capabilities to begin interpretation of information (“this feels squishy,” “something smells yucky”).</p> <p><b>S.37-48.4 Imitate familiar actions in using simple tools to build knowledge of world through observation and awareness of surroundings.</b></p> <p><b>S.37-48.5. Begin to investigate and identify a variety of earth materials by their observable properties.</b></p> <p><b>AL.37-48.8 Continue to make things happen within his environment.</b>                      Experiment with cause and effect; may provoke reactions from other children by taking toy away.</p> <p><b>S.37-48.11. Describe and categorize objects based on some observable properties.</b></p>	<p><b>PK.ESS2.01.a.</b> Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).</p> <p><b>PK.ETS1.01a.</b> Uses senses to gather, explore, and interpret information.</p> <p><b>b.</b> With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and <b>explorations.</b></p> <p><b>c.</b> Make predictions based on observations and prior explorations.</p> <p><b>PK.ETS2.01.a.</b> Recognize that tools have specific characteristics that determine their use.</p> <p><b>b.</b> Explore familiar environments through the use of simple tools.</p> <p><b>PK.AL.CT.8</b> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).</p>	<p>27, 24, 26, 28                      11,d.,11d.6</p>	<p>CC7, CC7a, CC7b, CC11, CC11a, CC11b, CC11c, CC12, CC12a, CC12b, CC13, CC20, CC20a, CC20b, CC20c, CC24, CC26, CC28</p>	<p>TABS                      Behavior Incident Reports                      TSG Gold Observations                      IEP                      Lesson Plans</p>

## SUB DOMAIN: Reasoning and Problem-Solving

### Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.

**HSELOF Indicators:**

- \*Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or *“What countries do the children in our class come from?”*.
- \*Gathers information about a question by looking at books or discussing prior knowledge and observations.
- \*Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>S.37-48.2 Observe surroundings in relation to prior knowledge and methods.</b> Understand new information and begin to explore more complex situations and concepts; expand knowledge of and respect for their body and the environment; expand knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</p> <p><b>S.37-48.3 Build understanding of reasoning skill and imagination when planning ways to make things happen.</b></p> <p><b>S.37-48.9 Begin to describe and identify the similarities, categories, and different structures of familiar plants and animals.</b></p> <p><b>S.37-48.12. Develop an awareness that objects can change in their environment.</b></p> <p><b>S.37-48.13. Observe, predict, and solve problems based on prior knowledge and experiences and describe how objects move.</b></p> <p><b>AL.37-48.8 Continue to make things happen within his environment.</b> Experiment with cause and effect; may provoke reactions from other children by taking toy away.</p> <p><i>SS.37-48.1. Begins to understand concept of individual, culture and community.</i></p> <p><i>SS.37-48.2 Demonstrate increasing interest in unfamiliar people.</i></p>	<p><b>PK.ETS1.01a.</b> Uses senses to gather, explore, and interpret information.</p> <p><b>b.</b> With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and <b>explorations.</b></p> <p><b>c.</b> Make predictions based on observations and prior explorations.</p> <p><b>PK.AL.CR.1.</b> Independently interact with a variety of materials through multiple play activities.</p> <p><b>PK.AL.CR.2.</b> Self select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).</p> <p><b>PK.AL.CT.8</b> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).</p> <p><b>PK.AL.CT.9.</b> Demonstrate an awareness of connection between prior and new knowledge.</p> <p><b>PK.AL.CT.10</b> Identify a problem and attempt multiple ways to solve it, with or without assistance.</p>	<p>24, 26, <b>30</b> 11,b., 11b.6,d., 11d.6, 12, b., 12b.6 11, d., 11d.4</p>	<p>CC9, CC9a, CC10, CC10a, CC11, CC11a, CC11b, CC11c, CC11d, CC11e, CC12, CC12a, CC12b, CC13, CC17, CC17a, CC18, CC24, CC25, CC32</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

**Goal P-SCI 5. Child plans and conducts investigations and experiments**

**HSELOF Indicators:**

\*Articulates steps to be taken and lists materials needed for an investigation or experiment.

\*Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting and giving water to some but not to others.

\*Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>S.37-48.2 Observe surroundings in relation to prior knowledge and methods.</b> Understand new information and begin to explore more complex situations and concepts; expand knowledge of and respect for their body and the environment; expand knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</p> <p><b>S.37-48.4 Imitate familiar actions in using simple tools to build knowledge of world through observation and awareness of surroundings.</b> Associate actions with familiar adults (use magnifiers, telescopes, microscopes, scoops, investigates rain gauge to test observations).</p> <p><b>AL.37-48.8 Continue to make things happen within his environment.</b> Experiment with cause and effect; may provoke reactions from other children by taking toy away.</p>	<p><b>PK.ETS1.01a.</b> Uses senses to gather, explore, and interpret information.</p> <p><b>b. With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.</b></p> <p><b>c. Make predictions based on observations and prior explorations.</b></p> <p><b>PK.ETS2.01A.</b> Recognize that tools have specific characteristics that determine their use.</p> <p><b>b.</b> Explore familiar environments through the use of simple tools.</p> <p><b>PK.AL.CT.8</b> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).</p> <p><b>PK.AL.CT.9</b> Demonstrate an awareness of connections between prior and new knowledge.</p> <p><b>PK.AL.CT.10</b> Identify a problem and attempt multiple ways to solve it, with or without assistance.</p>	<p>24, 28, 9a., 11, 11a., 11d., 11d.6, 12a., 12, b., 12b.6, 13, 14a</p>	<p>CC7b, CC9, CC9a, CC10, CC11, CC11a, CC11b, CC11c, CC11d, CC11e, CC12, CC12a, CC12b, CC13, CC14, CC19, CC19b, CC20, CC20a, CC20c, CC24, CC25, CC26, CC27, CC28, CC35</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>



**Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.**

**HSELOF Indicators:**

\*Analyzes and interprets data and summarizes results of investigation.

\*Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.

\*With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.

\*Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>S.37-48.2 Observe surroundings in relation to prior knowledge and methods.</b> Understand new information and begin to explore more complex situations and concepts; expand knowledge of and respect for their body and the environment; expand knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</p> <p><b>S.37-48.3 Build understanding of reasoning skill and imagination when planning ways to make things happen.</b> Describe drawing made after trip to fire department; while pretend playing, encourage peer to blow on food that is “hot”; begin to participate in simple investigations and solve problems in relation to knowledge and methods.</p> <p><b>AL.37-48.8 Continue to make things happen within his environment.</b> Experiment with cause and effect; may provoke reactions from other children by taking toy away.</p>	<p><b>PK.AL.CT.8</b> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).</p> <p><b>PK.AL.CT.9.</b> Demonstrate an awareness of connection between prior and new knowledge.</p> <p><b>PK.AL.CT.10</b> Identify a problem and attempt multiple ways to solve it, with or without assistance.</p>	<p>9, 9a., 10a., 11, 11a., 11b., 11c., 11c.6 11, d., 11d.6 11e., 12, 12a., 12, b., 12b.6</p>	<p>CC9, CC9a, CC9b, CC10, CC10a, CC11, CC11a, CC11b, CC11c, CC11d, CC11e, CC12, CC12a, CC12b, CC13</p>	<p>TABS Behavior Incident Reports TSG Gold Observations IEP Lesson Plans School Readiness Goal Evidence</p>

# Perceptual, Motor, and Physical Development

Perceptual, motor, and physical development is foundational to children’s learning in all areas because it permits children to fully explore and function in their environment. This area of development is represented as four elements: perception, gross motor, fine motor, and health, safety and nutrition. **Perception** refers to children’s use of their senses to gather and understand information and respond to the world around them. Preschoolers also rely on perceptual information to develop greater awareness of their bodies in space and to move effectively to perform tasks, such as kicking a ball to a friend. Motor skills support children in fully exploring their environment and interacting with people and things and thus, support development in all domains. **Gross motor** skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and legs. **Fine motor** skills refer to using the small muscles found in individual body parts, especially those in the hands and feet. Children use their fine motors skills to grasp, hold and manipulate small objects, such as their drinking cups, or to use tools, including scissors and paintbrushes. As they gain hand-eye coordination, preschoolers learn to direct the movements of their fingers, hands, and wrists to perform more complex tasks; including drawing fine details or stringing small beads. Children can practice and refine both their fine and gross motor skills during a variety of learning experiences and while performing self-help routines, such as eating with a fork or putting on clothes. The fourth element of perceptual, motor, and physical development is **health, safety and nutrition**. Children’s physical well-being depends on a number of factors, including their knowledge and use of safe, healthy behaviors and routines. Children’s ability to keep themselves safe and healthy, such as communicating to adults when they are hungry or sick, is extremely important in its own right and contributes to learning and development in all areas.

## **Core Strategies to Promote School Readiness in the Perceptual, Motor, and Physical Development domain:**

The agency ensures that oral health information is available to children’s families and brushing each day is promoted in classrooms.

The agency utilizes a transportation safety curriculum-I’m Safe. This curriculum includes injury prevention, pedestrian safety, safe boarding and riding practices, emergency evacuation procedures, and parent training. (T-9)

Agency policies are in place which ensure fine and gross motor activities daily. Classrooms will be monitored using the Early Childhood Environmental Rating Scale (ECERS), ongoing monitoring checklist and classroom observations to ensure such activities are occurring daily.

The agency will begin using the curriculum *Grow It, Try It, Like It* supplied by the UT Extension Service. Staff will receive training during pre-service.

Cooks and teaching staff talk regularly with children about healthy eating habits and share nutrition activities. Staff share meals with children and have monthly nutrition activities. Information is sent home to parents on a regular basis.

## DOMAIN: Perceptual, Motor and Physical Development

### SUB DOMAIN: Gross Motor

#### Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

**HSELOF Indicators:**

- \*Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.
- \*Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.
- \*Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>PD.37-48.1 Move with enough control to perform more complex tasks.</b> Maintain balance on a two-by-four beam; climb with more agility on the jungle gym; jump with confidence in ability from low platform; develop coordination of moving arms and legs in order to pump on a swing; run up to ball and kick it while maintaining balance; gallop, wiggle, and tiptoe along with classmates watching and imitating movements; throw a variety of objects overhand with increasing accuracy.</p> <p><b>PD.37-48.2 Use hands with increasing control and precision for a variety of purposes.</b> Easily grasps hold of writing tools such as pencils, crayons, paint brushes and markers; continue to fit together a wide variety of items such as connecting blocks, pop beads, stacking rings, bristle blocks, etc.; shape play dough or clay into more intricate/ representational creations; experiment with scissors; experiment with fitting a variety of objects into a defined space; continue to experiment with building and designing familiar structures with blocks.</p>	<p><b>PK.PD.3.</b> Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).</p> <p><b>PK.PD.4.</b> Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).</p>	<p>4,4.6, 5, 6.6</p>	<p>CC4, CC5, CC6</p>	<p>TSG Gold Observations Lesson Plans School Readiness Goal Evidence</p>

**Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.**

**HSELOF Indicators:**

- \*Demonstrates awareness of own body and other people’s space during interactions.
- \*Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.
- \*When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.
- \*Changes directions when moving with little difficulty.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>PD.37-48.1 Move with enough control to perform more complex tasks.</b>                      Maintain balance on a two-by-four beam; climb with more agility on the jungle gym; jump with confidence in ability from low platform; develop coordination of moving arms and legs in order to pump on a swing; run up to ball and kick it while maintaining balance; gallop, wiggle, and tiptoe along with classmates watching and imitating movements; throw a variety of objects overhand with increasing accuracy.</p>	<p><b>PK.PD.2</b> Demonstrate awareness of spatial boundaries and the ability to work and move within them.</p>	<p>4, 4.6</p>	<p>CC3, CC3a, CC3b, CC4, CC5, CC6</p>	<p>TSG Gold Observations  Lesson Plans School Readiness Goal Evidence</p>

## SUB DOMAIN: Fine Motor

### Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles

**HSELOF Indicators:**

- \*Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.
- \*Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.
- \*Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>PD.37-48.2 Use hands with increasing control and precision for a variety of purposes.</b> Easily grasps hold of writing tools such as pencils, crayons, paint brushes and markers; continue to fit together a wide variety of items such as connecting blocks, pop beads, stacking rings, bristle blocks, etc.; shape play dough or clay into more intricate/ representational creations; experiment with scissors; experiment with fitting a variety of objects into a defined space; continue to experiment with building and designing familiar structures with blocks.</p>	<p><b>PK.PD.5.</b> Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).</p> <p><b>PK.PD.6.</b> Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).</p>	<p>7, 7 a., 7a.6, 7b.</p>	<p>CC7, CC7a, CC7b</p>	<p>TSG Gold Observations</p> <p>Lesson Plans</p> <p>School Readiness</p> <p>Goal Evidence</p>

## SUB DOMAIN: Health, Safety and Nutrition

### Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.

**HSELOF Indicators:**

\*Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.

\*Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>PD.37-48.3 Begin to perform self-help skills and follows basic health and safety rules.</b> Use toilet independently; put on own hat and coat; wash and dry own hands with verbal prompts and support; untie shoes, button and unbutton with little or no assistance; know basic safety rules and follow them with verbal reminder; begin to look both ways before crossing the street; begin to understand how to dial 911 for an emergency; begin to avoid dangers such as hot stoves and sharp knives.</p>	<p><b>PK.PD.7.</b> Demonstrate personal care and hygiene skills.</p> <p><b>PK.PD.8.</b> Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).</p> <p><b>PK.PD.9.</b> Demonstrate awareness and understanding of safety rules.</p>	<p>1c., 1c.6</p>	<p>CC1c, CC11a, CC12a</p>	<p>TSG Gold Observations Lesson Plans School Readiness Goal Evidence</p>

**Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.**

**HSELOF Indicators:**  
 \*Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.  
 \*Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.

TN-ELDS 37-48 Months	TN-ELDS Pre-K Standards	TSG Gold 4 year old	Creative Curriculum	Evidence
<p><b>PD.37-48.3 Begin to perform self-help skills and follows basic health and safety rules.</b> Use toilet independently; put on own hat and coat; wash and dry own hands with verbal prompts and support; untie shoes, button and unbutton with little or no assistance; know basic safety rules and follow them with verbal reminder; begin to look both ways before crossing the street; begin to understand how to dial 911 for an emergency; begin to avoid dangers such as hot stoves and sharp knives.</p>	<p><b>PK.PD.9.</b> Demonstrate awareness and understanding of safety rules.</p>	<p>1c., 1c.6 8., 8b., 9, 9a., 9b., 11a., 11c., 12a., 12b.</p>	<p>CC1b, CC1c, CC2, CC8, CC8b, CC9a, CC9b, CC11a, CC11c, CC12a, CC12b</p>	<p>TSG Gold Observations Lesson Plans School Readiness Goal Evidence</p>

## Analysis of Classroom Achievement

Data Collection	Data Analysis	Communication	Accountability	Timeframe
<b>Teaching Strategies Gold - Class Profile</b>	Report will be used to plan individualized and small group activities	The report will be submitted to the Area Coordinator after each checkpoint season. Fall / Winter / Spring	Lead Teacher/Coach Mentor	Data Analysis: November February and end of year  Documentation: On-going  Communication: November, February, and the end of year
<b>Teaching Strategies Gold – Development and Learning</b>	Individualized student results will be analyzed following each checkpoint to ensure mastery of developmental goals and adequate progress towards identified needs	Report will be discussed with and provided to parents at each Parent/Teacher Conference as well as the End of Year Home Visit	Lead Teacher Coach/Mentor Education Manager oversight-CP 2511	Data Analysis: November, February and end of year  Communication: November, February and end of year
<b>Teaching Strategies Gold Reports</b>	Reports are analyzed to monitor student growth program wide throughout the year	The agency annual Outcomes Report will be published at the end of each year. This report will be presented to the Policy Council, Board of Directors.	Coach/Mentor Education Manager IT Coordinator	June



Data Collection	Data Analysis	Communication	Accountability	Time Frame
<b>CLASS Observations</b>	<p>Scores will be compared to the minimum threshold established by the office of Head Start</p> <p>Individual classroom scores will be reviewed to determine the need for specific trainings</p> <p>Classrooms that fall below the average threshold will receive training in the areas of identified needs</p> <p>CLASS Action Plans will be utilized to strengthen the overall program scores and enhance professional development opportunities</p>	<p>Scores will be shared with teachers following each observation</p> <p>Staff will be informed of trainings as they are planned</p> <p>Program wide CLASS averages will be shared with Policy Council and Board of Directors</p> <p>Area Coordinators will share the overall observation results with teachers at the time of the observation</p>	<p>Coach/Mentor Education Manager</p> <p>Coach/Mentor Education Manager</p> <p>Coach/Mentor Education Manager</p> <p>Coach/Mentor Education Manager</p>	<p>Following each CLASS observation(Fall, Winter, Spring)</p> <p>Following each CLASS observation(Fall, Winter, Spring)</p> <p>Following each CLASS observation(Fall, Winter, Spring)</p> <p>Following each CLASS observation (Fall, Winter, Spring)</p>
<b>TSG Outcomes Data/ Ongoing Monitoring</b>	<p>Reports are analyzed to monitor student growth program wide throughout the year</p>	<p>Child ongoing assessment data is shared with parents throughout the year and documented by teachers. FSM shares TSG data for all child enrolled/dropped.</p>	<p>Lead Teacher Coach/Mentor Education Manager Family Services Manager IT Coordinator</p>	<p>Initial Home Visit Parent/Teacher Conference Fall/Spring End of Year/Transition Home Visit</p>