



What you will learn about Every Child Ready to Learn (Part 2)

QRIS Indicator for Step 5 Child Growth, Development, and Learning: Literacy and numeracy activities are incorporated into daily activity plans.

ESSENTIAL KNOWLEDGE: LEARNING LANGUAGE BEGINS IN INFANCY AND RAPIDLY DEVELOPS FROM BIRTH TO AGE 5 IF CHILDREN ARE IN LANGUAGE-RICH ENVIRONMENTS IN WHICH ADULTS ARE PROVIDING A VARIETY OF LANGUAGE AND VOCABULARY OPPORTUNITIES

“When language is acquired, an incredibly complex and powerful system is at the child's fingertips. The ability to communicate effectively through oral language, the written word, and alternate means (especially for children with speech, language, and hearing disabilities) is essential for a broad range of activities that characterize daily living. To participate in a broad range of daily activities, children need the ability to communicate effectively through oral language, the written word, creative expression, and a variety of other means.” Idaho's Early Learning eGuidelines, Guiding Principles

What does this look like in practice?

- Use new words and take time to explain words or show the meaning of words. Caregivers make this a playful, exciting experience by playing games such as “Where is Your Nose?” (refer to literacy activity cards provided with the training)
- Books are read daily to children so they are exposed to a wide variety of words and children are encouraged to interact during the book reading experience (e.g. a caregiver might ask questions about the story, talk about the pictures in the book, etc.).
- Children are engaged in conversations throughout the day supported by a context that helps them learn words (e.g. communicating about what is happening, naming objects, etc.).

ESSENTIAL KNOWLEDGE: SOUND AWARENESS (ALSO CALLED PHONOLOGICAL AWARENESS) IS AN IMPORTANT SKILL AREA BECAUSE THE MORE FAMILIAR A CHILD IS WITH THE SOUNDS OF LANGUAGE, THE MORE PREPARED THEY WILL BE TO READ

According to the National Early Literacy Panel Report (2009), sound awareness is one of the most powerful predictors of later reading success.

What does this look like in practice?

- Have fun with sounds by exaggerating sounds in words and songs.
- Expose children to rhymes, chants, finger plays and songs on a daily basis.
- Encourage toddlers and preschoolers to join in rhymes or make rhymes.
- Clap out the syllables of words (see “Clap it Out” activity card)
- Play sound awareness games that are listed on the literacy cards provided in class (examples: “Patty Cake,” “Sound the Same-O”).

ESSENTIAL KNOWLEDGE: EARLY EXPERIENCES WITH BOOKS, SIGNS, LABELS AND EVENTUALLY ALPHABET LETTERS HELPS CHILDREN DEVELOP LITERACY SKILLS. THIS SKILL AREA IS CALLED PRINT AWARENESS.

According to the National Early Literacy Panel Report (2009), alphabet knowledge is also one of the most important predictors of later reading achievement.

What does this look like in practice?

- Point to print in the environment and in books. Tell children what these words say as the words become increasingly relevant to children (“That signs says STOP. We need to stop and wait here until it is safe to cross the street”).
- Make signs or notes with children as they are needed (see “Signs, Signs, Everywhere Signs!” activity card).
- Make a simple book with pictures that have a few labels (see “Make a Book” activity card).

ESSENTIAL KNOWLEDGE: NUMBER SENSE IS AN IMPORTANT MATH SKILL AREA THAT NEEDS TO BE DEVELOPED. IT MEANS HELPING CHILDREN DEVELOP A SENSE OF QUANTITY AND EVENTUALLY THE UNDERSTANDING THAT NUMBERS STAND FOR QUANTITIES.

Duncan (2007), an economist at Northwestern University, conducted a metanalysis of the results of six large-scale longitudinal studies on school readiness. The findings suggest that an early understanding of math concepts is the most powerful predictor of later school success. Other predictors included language and reading and attention skills.

According to Focus on Prekindergarten: Teaching with Curriculum Focal Points, published in 2010, by the National Council of Teachers of Mathematics and the National Association for the Education of Young Children, the topic of number and operations should receive the most instructional attention in mathematics.

What does this look like in practice?

- Using the story mats provided in class (see story mat activity pages for more ideas):
 - Look for opportunities to count things (the house mat is perfect for this). Model counting for children and invite them to count with you.
 - Model one-to-one correspondence as you count objects.
 - Tell math stories as described on the story mat activity pages.
- Involve children in finger plays and sing songs that involve counting.
- Read counting books and look for opportunities to count objects in books.

ESSENTIAL KNOWLEDGE: MATH INCLUDES SO MUCH MORE THAN JUST NUMBERS. RECOGNIZING SHAPES AND PATTERNS AND DEVELOPING AN UNDERSTANDING OF SPATIAL AWARENESS ARE ALL RELATED TO BUILDING A FOUNDATION FOR UNDERSTANDING GEOMETRY. THIS INCLUDES DESCRIBING ATTRIBUTES OF SHAPES AND OBJECTS AND WELL AS THEIR POSITIONS (ABOVE, BELOW, ON, UNDER, ETC.)

According to Focus in Prekindergarten: Teaching with Curriculum Focal Points, math experiences should also include geometry, spatial relations and measurement (comparing).

Despite increasing interest in exposing children to math and science instruction, children in preschool classrooms spend as little as 6%-8% of their day engaged in math activities. National Center for Early Development and Learning (NCEDL)

What does this look like in practice?

- Using the math story mats:
 - Build on them with small blocks or other three dimensional objects.
 - Point out shapes on the mats.
 - Look for patterns on the mats,
- Encourage repetition in movement—clap, dance, or beat a drum.
- Give children lots of opportunities to explore and use their bodies.

ESSENTIAL KNOWLEDGE: COMPARING IS A BIG IDEA IN MATHEMATICS. IT INCLUDES CONCEPTS SUCH AS MORE, LESS, AND EQUAL. IT ALSO INVOLVES DESCRIBING RELATIONSHIPS USING LANGUAGE SUCH AS BIGGER, SMALLER, LONGER, SHORTER, HEAVIER, LIGHTER, ETC.

Goal #40 of the Idaho Early Learning Guidelines states that children demonstrate understanding of measurable attributes of objects and their units, systems, and processes of measurement (including size, volume, height, length, area, and time).

What does this look like in practice?

- Using the math story mats:
 - Model comparing using comparing words as described in the story mat activity sheets (example: “There are more cats on the mat than dogs. There are fewer dogs.”)
 - Build on the mats with small blocks or objects and make comparisons (“The dog house is bigger than the house.”)
 - When sorting objects using the two large laminated bears. Compare which bear has more.

ESSENTIAL KNOWLEDGE: PROBLEM SOLVING IS AN IMPORTANT SKILL AREA FOR MATHEMATICS AND FOR LIFE! CHILDREN ARE SOLVING PROBLEMS ALL THE TIME AND WE CAN SUPPORT THEIR SUCCESS IN THIS PROCESS BY DEVELOPING THESE SKILLS

Goal #41 of the Idaho Early Learning Guideline states, “Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.”

What does this look like in practice?

- Encourage children in their efforts to solve a problem.
- Let children know it is okay to make mistakes and model handling situations calmly (“That’s okay. Let’s try again!”).
- Give the children ideas for building on the story mats (“Could you build a doghouse for the dog?”).
- Read books in which the main character overcomes a challenge and talk about what the character did.