

Step 4 Essential Trainings

Every Child Ready to Learn



Checklist of Practice

Always	Sometimes	Not Yet	Caregiver Strategies: What they look like in practice
			1. Introduce new vocabulary words to children while reading picture books, playing and having conversations.
			2. Give children opportunities each day to listen to books and interact with books. With younger children, you may just be talking about the pictures in the book.
			3. Show basic shapes in the environment (square, circle, rectangle, and triangle) and talk about their attributes. (“The bear’s head is a circle. It is round”).
			4. Provide opportunities for preschool children to make shapes and letters with a variety of materials (play dough, sand, shaving cream, blocks, markers, paper, etc.).
			5. Rhyme with children everyday (say nursery rhymes, sing rhyming songs and emphasize words that rhyme, etc.).
			6. Make sure children have access to books at their eye level or below (e.g. books are located in a basket on the floor with the covers facing out).
			7. Make relevant signs and labels for the environment in the languages spoken by the children (“This sign says <i>open</i> .” “Let’s make a sign that says <i>wet paint</i> ”). Point out print in the environment (“This sign says EXIT.” “This carton says <i>milk</i> ”).
			8. Rotate activities and materials on a regular basis to provide new language opportunities (e.g. the dramatic play area becomes a pizza store, then a shoe store).
			9. Slowly introduce alphabet letters to preschoolers as they become relevant (“Today we went to the pumpkin patch. P is for pumpkin. We will put a pumpkin picture next to the letter P to help us remember.” Point out children’s names with the letter P in them).
			10. Provide opportunities for puzzle play on a regular basis.
			11. Sing songs and do finger plays that introduce counting and encourage children to sing along (e.g. <i>Five Little Ducks Went Out to Play</i>)
			12. Model language (“more, less, same, equal”) describe and compare size, volume, width, height/length during daily routines with babies and children.
			13. Provide small table blocks, larger unit blocks, and boxes for children to play, build, and explore. Encourage problem solving while playing. (“How could we make this taller?”)

			14. Play sorting and matching games and activities (sort by sizes or textures, graph or chart how many boys and how many girls are present; match shapes).
			15. Provide containers of various sizes and shapes for children to fill and empty with toys and objects (such as cotton balls, blocks, sand, water, etc.).
			16. Share ideas and activities with parents through newsletters, informal conversations, parent events, demonstrations, display boards, etc.
			17. Access outside resources to support your program (2-1-1, the libraries, the early learning guidelines, daybydayid.org , getreadytoread.org , etc.)