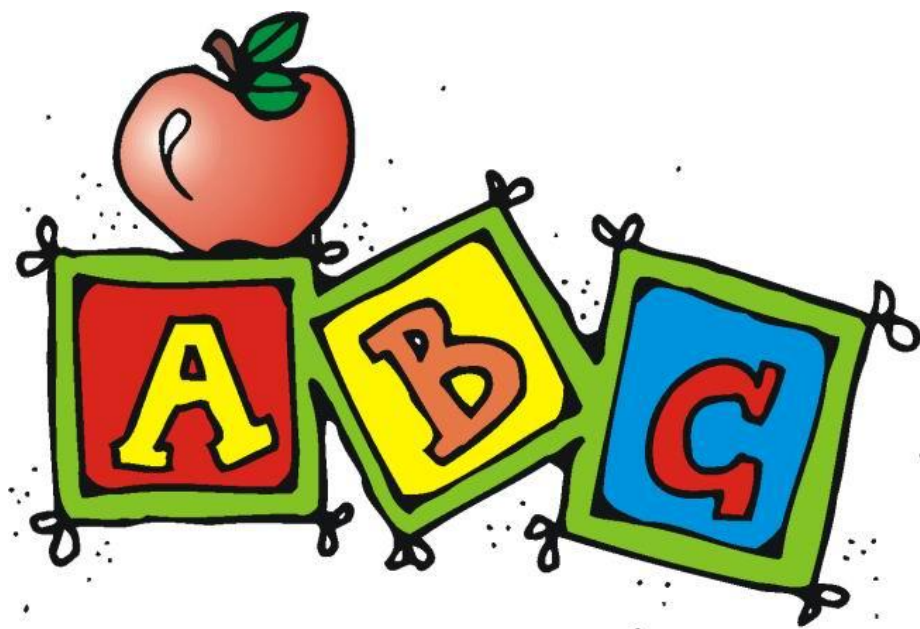


California Department of Education Preschool

Learning Foundations Adapted for:

**City of Morgan Hill Recreation
Preschool**

Ages 3-5



Learning Foundations for

3-Year Olds

Social-Emotional Development

SELF

- Describe their physical characteristics, behavior, and abilities positively.
- Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.
- Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different
- Demonstrate concern for the needs of others and people in distress.
- Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.

SOCIAL INTERACTION

- Interact with familiar adults comfortably and competently, especially in familiar settings.
- Interact easily with peers in shared activities that occasionally become cooperative efforts.
- Participate in simple sequences of pretend play.
- Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.
- Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.
- Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.

RELATIONSHIPS

- Seek security and support from their primary family attachment figures.
- Contribute to maintaining positive relationships with their primary family attachment figures.

- After experience with out-of-home care, manages departures and separations from primary family attachment figures with the teacher's assistance.
- Seek security and support from their primary teachers and caregivers.
- Contribute to maintaining positive relationships with primary teachers and caregivers.
- Choose to play with one or two special peers whom they identify as friends.

Language and Literacy

LISTENING AND SPEAKING

- Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.
- Speak clearly enough to be understood by familiar adults and children.
- Use language to construct short narratives that are real or fictional.
- Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic context.
- Understand and use simple words that describe the relations between objects.
- Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.
- Understand and typically use age-appropriate grammar.

READING

- Begin to display appropriate book-handling behaviors and begin to recognize print conventions.
- Recognize the first letter of own name.
- Match some letter names to their printed form.
- Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.
- Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.

- Demonstrate enjoyment of literacy and literacy-related activities.

WRITING

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

English Language Development

LISTENING Children listen with understanding.

- Demonstrate understanding of words for objects and actions as well as phrases encountered in both real and pretend activity.
- Respond appropriately to requests involving one step when personally directed by others.

SPEAKING Children use nonverbal and verbal strategies to communicate with others.

- Use two- and three word utterances to communicate. Begin to use some grammatical markers (e.g., -ing grammar, plurals; simple past or plural -s). Begin to use “what” and “why” questions, sometimes with errors.
- Begin to understand and use social conventions. (manners)
- Use language to create oral narratives about their personal experiences.

READING Children demonstrate an appreciation and enjoyment of reading and literature.

- Choose to “read” familiar books or talk about them, with increasing independence. Describe their own experiences related to the topic of the conversations in the story.
- Show an increasing understanding of book reading. Retell a story.
- Demonstrate progress in their knowledge of the alphabet. Begin to talk about the letters of the alphabet while playing and interacting with them. Identify some letters.

- Demonstrate phonological awareness. Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme. Begin to recognize words that have a similar initial sound.

WRITING Children use writing to communicate their ideas.

- Begin to understand that what is said can be written down and read.
- Begin to use marks or symbols to represent spoken language. Attempt to copy their name.

Mathematics

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

- Recite numbers in order 1-10. Begin to recognize and name a few written numerals.
- Identify, without counting, the number of objects in a collection of up to three objects
- Count up to five objects, using one-to-one with increasing accuracy.
- Use the number name of the last object counted to answer the question, “How many . . . ?”

ALGEBRA AND FUNCTIONS (CLASSIFICATION AND PATTERNING)

- Begin to sort and classify objects in their everyday environment.
- Begin to recognize simple, repeating patterns.

MEASUREMENT

- Begin to compare and order objects.

GEOMETRY

- Begin to identify and use common shapes in their everyday environment.
- Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.

MATHEMATICAL REASONING

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

Visual and Performing Arts

VISUAL ARTS

- Notice and communicate about objects or forms that appear in art.
- Create marks with crayons, paints, and chalk and then identify them; mold and build with playdough, identify.
- Enjoy and engage with displays of visual art. Begin to express preferences for some art activities or materials.
- Choose own art for display in the classroom or in a book and briefly explain choice.
- Make straight and curved marks and lines; begin to draw rough circle shapes.
- Begin to create paintings or drawings that suggest people, animals, and objects.
- Make somewhat regular-shaped balls and coils out of dough or clay.
- Begin to use paper and other materials to assemble simple collages.
- Demonstrate some motor control when working with visual arts tools.
- Create art and sometimes name the work.
- Begin to draw figures or objects.
- Begin to use intensity of marks and color to express a feeling or mood.

MUSIC

- Sustain attention and begin to reflect verbally about music; familiar with words that describe music.
- Recognize simple repeating melody and rhythm patterns.
- Identify the sources of a limited variety of musical sounds.
- Use body movement freely to respond loosely to beat—loud versus quiet—and tempo.
- Begin to discriminate between different sounds. Follow words in a song.
- Explore vocally; sing repetitive patterns and parts of songs alone and with others.
- Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.

- Move or use body to demonstrate beat and tempo, often spontaneously. Improvise vocally and instrumentally.

DRAMA

- Demonstrate an understanding of simple drama vocabulary.
- Identify preferences and interests related to participating in drama.
- Demonstrate knowledge of simple plot of a participatory drama.
- Demonstrate basic role-play skills with imagination and creativity.
- Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.

DANCE

- Engage in dance movements. Begin to understand and use vocabulary related to dance.
- Respond to instruction of one skill at a time during movement, such as a jump or fall.
- Explore and use different steps and movements to create or form a dance.
- Begin to be aware of own body in space. Begin to be aware of other people in dance or when moving in space.
- Begin to respond to tempo and timing through movement.
- Begin to act out and dramatize through music and movement patterns.
- Invent dance movements. Improvise simple dances that have a beginning and an end.
- Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.

Physical Development

- Maintain balance while holding still; sometimes may need assistance.
- Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.
- Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).

- Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.
- Jump for height (up or down) and for distance with beginning competence.
- Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.
- Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.
- Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.
- Demonstrate knowledge of the names of body parts.
- Use own body as reference point when locating or relating to other people or objects in space.
- Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).
- Move forward and backward or up and down easily.
- Can place an object on top of or under something with some accuracy.
- Use any two body parts together.
- Initiate or engage in simple physical activities for a short to moderate period of time.
- Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.
- Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.

Health

- Demonstrate knowledge of some steps in the handwashing routine.
- Practice health habits that prevent infectious diseases, with adult support, instruction, and modeling.
- Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.
- Identify a few internal body parts, but may not understand their basic function.

- Begin to understand that healthcare providers try to keep people well and help them when they are not well.
- Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need.
- Begin to practice sun-safe actions, with adult support and guidance.
- Follow safety rules with adult support and prompting.
- Begin to show ability to follow fire and earthquake drills, after instruction and practice.
- Show beginning ability to follow transportation and pedestrian safety rules with adult instruction.
- Identify different kinds of foods.
- Understand that eating a variety of food helps the body be healthy; choose from a variety of foods at mealtimes.
- Indicate awareness of own hunger and fullness.

History–Social Science

- Play familiar adult social roles and occupations (such as parent, teacher, and doctor).
- Identify as members of a group, participate willingly in group activities.
- Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.
- Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults.
- Recall past experiences easily and enjoy hearing stories about the past.
- Anticipate events in familiar situations in the near future, with adult assistance.
- Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.
- Distinguish older family members from younger ones and events in the recent past from “long ago”.
- Identify familiar locations such as home and school, describe objects and activities associated with each.
- Interested in nature (including animals, plants, and weather). Understand human interactions with the environment (such as pollution

in a lake or stream) and the importance of taking care of plants and animals.

- Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of symbols.
- Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins

Science

- Demonstrate curiosity and raise simple questions about their environment. Observe environment and describe.
- Make predictions and check them, with adult support, through concrete experiences.
- Record observations, with adult assistance, including pictures, words (dictated to adults), charts, photos.
- Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).
- Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).
- Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and effect of own actions (e.g. pushing, pulling, rolling, dropping) on making objects move.
- Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.
- Knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.
- Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.
- Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.

- Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding standing that living things change over time in size and in other capacities as they grow.
- Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.
- Investigate characteristics (size, weight, shape, color, texture) of earth such as sand, rocks, soil, water, and air.
- Observe and describe objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.
- Notice and describe changes in weather. Begin to notice the effects of weather and seasons on their own lives, plants and animals.

Learning Foundations for

4-5 Year Olds

Social-Emotional Development

SELF

- Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.
- Regulate their attention, thought feelings, and impulses more consistently, with adult guidance.
- Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.
- Respond to another's distress and needs with sympathetic caring and are more likely to assist.
- Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.

SOCIAL INTERACTION

- Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.
- More actively and intentionally cooperate with each other.
- Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.
- Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.
- Participate positively and cooperatively as group members.
- Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.

RELATIONSHIPS

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

- Contribute to positive mutual cooperation with their primary attachment figures.
- After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain wellbeing while apart from primary family attachment figures during the day.
- Take greater initiative in seeking the support of their primary teachers and caregivers.
- Contribute to positive mutual cooperation with primary teachers and caregivers.
- Friendships are more reciprocal, exclusive, and enduring.

Language and Literacy

LISTENING AND SPEAKING

- Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
- Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
- Use language to construct extended narratives that are real or fictional.
- Use an increasing variety of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
- Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
- Understand and typically use age-appropriate grammar.

READING

- Display appropriate book-handling behaviors and knowledge of print conventions.
- Orally blend and delete words and syllables without the support of pictures or objects. Ex: say one part of a compound word (e.g., sun, shine) and then ask the child, “What’s that word?” The child responds, “Sunshine.” Say two-syllable words distinctly (ta-co, su-shi, crack-er, apple) , then ask, “What food is this?” The child responds, “Taco.”

- Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects. Ex: While playing a game of I-spy, say, “I spy a s—un,” and the child indicates or points to the sun or says, “sun.” While playing a “bingo game”, the child marks pictures corresponding to the words for which an adult sounds out the individual phonemes (e.g., h—a—t, m—o—p, c—u—p).
- Recognize own name or other common words in print.
- Match more than half of uppercase letters and more than half of lowercase letters to their printed form.
- Begin to recognize that letters have sounds.
- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

WRITING

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

English Language Development

LISTENING Children listen with understanding.

- Begin to demonstrate an understanding of a larger set of words (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.
- Follow directions that involve a one- or two-step sequence, relying less on contextual cues.

SPEAKING Children use nonverbal and verbal strategies to communicate with others.

- Show increasing reliance on verbal communication to be understood by others.
- Use new English vocabulary to share knowledge concepts. Sustain a conversation about a variety of topics.
- Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).
- Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.
- Begin to use “what,” “why,” “how,” “when,” and “where” questions, sometimes with errors.
- Appropriately use words and tone of voice associated with social conventions in English. (Manners)
- Produce simple narratives that are real or fictional.

READING Children demonstrate an appreciation and enjoyment of reading and literature.

- Participate in reading activities, (e.g., poetry, fairy tales, concept books, and informational books).
- Choose to “read” familiar books with increasing independence and talk about the books.
- Begin to engage in extended conversations about stories.
- Retell the majority of a story read or told in English.
- Demonstrate an understanding that print is organized from left to right, top to bottom.
- Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels.
- Begin to demonstrate understanding that the letters of the alphabet are symbols used to make words.
- Identify ten or more letters of the alphabet.
- Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme.

- Recognize and produce words that have a similar initial sound. (bat, ball, bear)

WRITING Children use writing to communicate their ideas.

- Develop an increasing understanding that what is said can be written down and read by others.
- Continue to develop writing by using letters or letter-like marks to represent their ideas.
- Write their first name on their own nearly correctly.

Mathematics

NUMBER SENSE

- Recite numbers in order to twenty with increasing accuracy. Know the name of some written numerals.
- Identify, without counting, the number of objects in a collection of up to four objects
- Count up to ten objects, (one object for each number word) with increasing accuracy. Understand, when counting, that the number name of the last object counted represents the total number of objects in the group.
- Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).
- Understand that adding one or taking away one changes the number in a small group of objects by exactly one.
- Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.
- Solve simple addition and subtraction problems with a small number of objects, usually by counting.

ALGEBRA AND FUNCTIONS (CLASSIFICATION AND PATTERNING)

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

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

MEASUREMENT Comparing, ordering, and measuring objects.

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

GEOMETRY

- Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.
- Combine different shapes to create a picture or design.
- Identify positions of objects and people in space, including in/on/under, up/ down, inside/outside, beside/between, and in front/behind.

MATHEMATICAL REASONING

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

Visual and Performing Arts

VISUAL ARTS

- Communicate about elements appearing in art (such as line, texture, or perspective).
- Begin to plan art and show increasing care and persistence in completing it.
- Enjoy and engage with displays of visual art.
- Choose own art for display in the classroom or for inclusion in a or book and explain her or his ideas in detail.
- Draw single circle and add lines to create representations of people and things.
- Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.

- Make forms and coils out of dough or clay, using tools (for example, a rolling pin or a garlic press).
- Use paper and other materials make two- and three-dimensional assembled works.
- Demonstrate increasing coordination and motor control when working with visual arts tools.
- Draw more detailed figures or objects with more control of line and shape.
- Use intensity of marks and color more frequently to express a feeling or mood.

MUSIC

- Verbally reflect on music and describe music by using an expanded vocabulary.
- Demonstrate more complex repeating melody and rhythm patterns.
- Identify the sources of a wider variety of music and music-like sounds.
- Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.
- Sing repetitive patterns and entire songs alone and with others. Follow words in a song.
- Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.
- Move or use body to demonstrate beat, tempo, and style of music, often intentionally.
- Explore, improvise, and create brief melodies with voice or instrument.

DRAMA

- Demonstrate a broader understanding of drama vocabulary.
- Explain preferences and interests related to participating in drama.
- Demonstrate knowledge of extended plot and conflict of a participatory drama.
- Demonstrate extended role-play skills with increased imagination and creativity.
- Use a variety of props and costumes to enhance dramatization of familiar stories and fantasy play with peers.

DANCE

- Further engage and participate in dance movements. Connect dance terminology with demonstrated steps.
- Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again.
- Use understanding of different steps and movements to create or form a dance.
- Continue to develop awareness of body in space.
- Show advanced awareness and coordination of movement with other people in dance or when moving in space.
- Demonstrate some advanced skills in responding to tempo and timing through movement.
- Invent and recreate dance movements. Improvise dances that have a beginning, middle, and an end.
- Communicate and express feelings intentionally through dance.

Physical Development

- Show increasing balance and control when holding still.
- Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.
- Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
- Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.
- Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.
- Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.
- Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.
- Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing
- Demonstrate knowledge of an increasing number of body parts.

- Begin to understand and distinguish between the sides of the body.
- Can change directions quickly and accurately.
- Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
- Demonstrate more precision and efficiency during two-handed fine motor activities.
- Initiate more complex physical activities for a sustained period of time.
- Engage in sustained active play of increasing intensity involving the heart, the lungs, and the vascular system.
- Engage in active play that enhance leg and arm strength, muscular endurance, and flexibility.

Health

- Demonstrate knowledge of more steps in the handwashing routine.
- Begin to independently practice health habits, with less adult support, instruction, and modeling.
- Demonstrate knowledge of toothbrushing, and when it should be done, with less adult supervision.
- Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
- Understand that health-care providers try to keep people well and help them when they are not well.
- Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need.
- Practice sun-safe actions with decreasing adult support and guidance.
- Follow safety rules more independently though may still need adult support and prompting.
- Demonstrate increased ability to follow emergency routines after instruction and practice.
- Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.
- Identify a larger variety of foods and may know some of the related food groups.

- Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
- Indicate greater awareness of own hunger and fullness.

History–Social Science

- Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.
- Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, and respect for majority rules and the views of group members who disagree.
- Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members.
- Pay attention to others' feelings, and more likely to provide assistance. Support rules that protect fairness.
- More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.
- Improving ability to relate past events to other past events and current experiences, with adult assistance.
- Distinguish when future events will happen, plan for them, and make choices. (with adult assistance)
- Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.
- Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.
- Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.
- Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in

Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).

- Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.
- Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).

Science

- Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.
- Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).
- Record information, with adult assistance, including pictures, words (dictated to adults), photos, or by graphing.
- Increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).
- Increased awareness that objects and materials can change in various ways. Describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).
- Increased ability to describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and the effect of own actions on the motion of objects, including changes in speed and direction.
- Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.
- Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.
- Recognize that living things have habitats in different environments suited to their unique needs.

- Indicate knowledge of the difference between animate and inanimate objects, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.
- Observe and explore growth in changes in humans, animals and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).
- Greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).
- Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.
- Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.
- Demonstrate an increased ability to observe, describe, and discuss changes in weather.
- Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.
- Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.