

# **Clinch-Powell Educational Cooperative**

## **Head Start/Early Head Start**

### **Birth to Five School Readiness Goals**

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## Scope and Purpose

In a continuing effort to prepare Early Head Start and Head Start children and families for success in future academic activities, a concise set of targeted goals have been established to aid staff and families in preparing to meet forthcoming endeavors. The following goals encompass the five child developmental domains as outline in the Head Start Early Learning Outcomes Framework and are designed to allow all staff and families to work together to prepare children for school readiness success. Each goal is directly linked to the Framework’s targeted objectives. Selective age specific milestones are incorporated using the Center for Disease Control Developmental Milestones, Tennessee Early Learning Developmental Standards, Tennessee Common Core Standards, Parents as Teachers Curriculum, and Teaching Strategies Gold. The overall purpose of these goals is to establish stronger parent, child and staff engagement.

The goals are subdivided by ages to allow staff and parents to quickly identify the age group with which they are working. The age groups are classified using the following color codes:

Birth – 12 months
12 - 24 months
24 - 36 months
36 – 48 months
48 – 60+ months

*“Unless someone like you cares a whole awful lot, nothing is going to get better.*

*It’s not” ~ Dr. Seuss*

## Perceptual, Motor and Physical Development

### 1. Children will be connected with local health care providers to instill the importance of maintaining a healthy lifestyle.

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>Establish a medical/dental home</li> </ul>	<ul style="list-style-type: none"> <li>Same</li> </ul>			

### 2. Children will be presented with multiple opportunities to practice healthy and safety skills to promote wellness.

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>Diaper changing</li> <li>Hand washing</li> <li>Feeding</li> <li>Oral health</li> <li>Safety drills</li> </ul>	<ul style="list-style-type: none"> <li>Diaper changing</li> <li>Hand washing</li> <li>Feeding</li> <li>Oral health</li> <li>Safety drills</li> </ul>	<ul style="list-style-type: none"> <li>Hand washing w/assistance</li> <li>Brushing teeth</li> <li>Differences between safe and unsafe play</li> <li>Feeding/Trying new foods</li> </ul>	<ul style="list-style-type: none"> <li>Hand washing</li> <li>Healthy/unhealthy foods</li> <li>Safety drills</li> <li>Oral health</li> </ul>	<ul style="list-style-type: none"> <li>Handwashing</li> <li>Identifies a variety of healthy and unhealthy foods</li> <li>Safety drills</li> <li>Personal safety</li> <li>Oral health</li> </ul>

### 3. Children will be offered materials and activities to build fine and gross motor skills in order to support overall physical development.

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>Recognizing differences in textures</li> <li>Responds to sound and sights in environment by orienting head or body</li> <li>Rolling over/Crawling</li> <li>Coordinates hand and eyes when reaching for objects</li> <li>Turning objects over</li> <li>Pincer grasp</li> </ul>	<ul style="list-style-type: none"> <li>Associating objects and matching them through play</li> <li>Cruising/walking</li> <li>Tossing a ball</li> <li>Running</li> <li>Perfecting walking</li> <li>Stacking cups</li> <li>Turning pages in a book</li> <li>Pull string on a toy to bring object closer</li> </ul>	<ul style="list-style-type: none"> <li>Understanding cause and effect of intention and action</li> <li>Self-help skills</li> <li>Jumping, running, climbing</li> <li>Body size</li> <li>Putting pieces of a puzzle together</li> <li>Adjusts grasp to use different tools</li> </ul>	<ul style="list-style-type: none"> <li>Balancing for a short period of time</li> <li>Little awareness of own body</li> <li>Draws simple shapes</li> <li>Cuts paper with scissors</li> <li>Carrying lunch tray</li> <li>Opening milk carton</li> </ul>	<ul style="list-style-type: none"> <li>Balancing for long periods of time</li> <li>Swinging on a swing</li> <li>Changes directions with little difficulty</li> <li>Getting in line with no assistance</li> <li>Stringing beads together</li> <li>Uses pincer grip</li> <li>Cuts along a line</li> </ul>

## Social and Emotional Development

**1. Opportunities will be provided for children to engage in trusting and supportive relationships to develop positive self regard through daily routines and transitions.**

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>Smiling at a familiar adult</li> <li>Crying/smiling/pointing</li> <li>Listen and responds when name is said</li> <li>Copying basic movements and facial expressions</li> <li>Learns about self by exploring hands, feet, body and movement</li> </ul>	<ul style="list-style-type: none"> <li>Showing attachment</li> <li>Seeks help from familiar adults</li> <li>Responds when called by name</li> <li>Expresses desires and preferences</li> </ul>	<ul style="list-style-type: none"> <li>Engage in positive interactions when meeting new people</li> <li>Asks for help with difficult tasks or situations</li> <li>Compares characteristics of self and others</li> <li>Puts on own jacket</li> <li>Shows awareness of self</li> </ul>	<ul style="list-style-type: none"> <li>Showing affection</li> <li>Taking Turns</li> <li>Understanding the concept of “mine”, “his”, or “hers”</li> <li>Describing emotions such as happy, sad or mad</li> <li>Communicates feeling a sense of belonging to family</li> </ul>	<ul style="list-style-type: none"> <li>Begins to notice more complex emotions, such as embarrassed or worried</li> <li>Exhibiting more independence</li> <li>Wanting to be like friends</li> <li>Showing enjoyment at doing new things</li> </ul>

**2. Children will learn appropriate social skills in order to be able to effectively interact with adults and peers.**

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>Interacts with familiar adults</li> <li>Touches or explores another child’s face</li> <li>Lifting arms to be picked up</li> <li>Smiles at self in mirror</li> </ul>	<ul style="list-style-type: none"> <li>Gets distressed when separated from familiar adult</li> <li>Participates in simple back and forth interactions with another child</li> <li>Anticipates familiar routines</li> <li>Repeating sounds and playing peek-a-boo</li> </ul>	<ul style="list-style-type: none"> <li>Engages in positive interactions with familiar adults</li> <li>Engaging in parallel play</li> <li>Talks about family members</li> <li>Beginning simple pretend play</li> </ul>	<ul style="list-style-type: none"> <li>Copying actions of adults and peers</li> <li>Showing affection without prompting</li> <li>Plays cooperatively with other children</li> <li>Manages less intense emotions</li> </ul>	<ul style="list-style-type: none"> <li>More creative</li> <li>Cooperative play</li> <li>Showing desire to please</li> <li>Understanding gender</li> <li>Manages emotions independently</li> </ul>

**3. Children will have the opportunity to participate in activities that will promote their ability to develop self-regulation skills to aide them in the school setting.**

Younger Infants	Older Infants	Toddlers	3-4 year olds	4-5 year olds
<ul style="list-style-type: none"> <li>• Uses body language to indicates needs</li> <li>• Cries when another child cries</li> <li>• Able to quiet themselves down at the sound of a soothing voice</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses a variety of emotions and modifies expression</li> <li>• Smiles when an adults smiles</li> <li>• Comforts other children in distress</li> <li>• Engages in self-comforting behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses a variety of emotions through facial expressions, sounds, gestures and words</li> <li>• Recognizes feelings and emotions of others</li> <li>• Shows care or concern for others</li> <li>• Uses different ways to calm or comfort self</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to recognize and describe social problems</li> <li>• Taking Turns</li> <li>• Dressing and undressing self</li> <li>• Understanding “mine” or “me”</li> <li>• Following 3-5 simple rules</li> <li>• Expressing emotions with words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and describes social problems and suggests solutions to conflicts</li> <li>• Showing cooperation with peers</li> <li>• Beginning to distinguish between real and make believe</li> <li>• Showing greater independence through completion of complex task</li> </ul>



*“Deep down, at our core, there are only two emotions: love and fear. All positive emotions come from love, all negative emotions from fear. From love flows happiness, contentment, peace and joy. From fear comes anger, hate, anxiety, and guilt.”*

*~ David Kessler*

## Approaches To Learning

### 1. Children will be exposed to various creative arts for the purpose of developing a broader knowledge of culture and society.

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>• Turning toward and tracking voices, people and objects</li> <li>• Inspecting their own hands, fingers, feet and toes by touching, mouthing and banging</li> <li>• Rolling from back to stomach when looking for a toy</li> <li>• Uncovering an object that has been shown and then covered</li> </ul>	<ul style="list-style-type: none"> <li>• Using “tools” to retrieve items that are out of reach</li> <li>• Attempting to open a container to get an object</li> <li>• Exploring and viewing objects</li> <li>• Role playing everyday activities (pretending to be mommy or daddy)</li> <li>• Stomping their feet loudly to loud music and softly to soft music</li> <li>• Laughing and smiling while engaged in activities</li> </ul>	<ul style="list-style-type: none"> <li>• Scribbling on a piece of paper</li> <li>• Acting out familiar life events</li> <li>• Trying to find solutions to simple problems</li> <li>• Dancing to music</li> <li>• Building with blocks</li> <li>• Enjoys pretending to be different object (elephant, monkey, etc.)</li> <li>• Initiating finger plays</li> </ul>	<ul style="list-style-type: none"> <li>• Pretending to be different kinds of animals in the dramatic play area</li> <li>• Making up movements and actions during a group movement activity</li> <li>• Beginning to add detail to drawings, painting and other art creations</li> <li>• Imitating and pretending to be different characters</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with a variety of musical instruments</li> <li>• Beginning to sing alone or as a group</li> <li>• Progressing in abilities to create drawings, painting, and other art creations that have more detail</li> <li>• Moving in time to different patterns of beat and rhythm in music</li> <li>• Participating with others in dramatic play (negotiating roles and setting up events)</li> </ul>

### 2. Children will have opportunities to explore various areas of learning for the purpose of developing individuality, initiative and curiosity.

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>• Looking at caregivers when being fed or changed</li> <li>• Positioning their bodies around to obtain an interesting object</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring new materials</li> <li>• Repeating activities several times</li> <li>• Exploring the environment with caregivers and then</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring toys to see how they work</li> <li>• Looking at things from nature and examining them in order to watch them move or grow</li> </ul>	<ul style="list-style-type: none"> <li>• Wanting an adult to read a story or the child pretends to read it themselves</li> <li>• Asking “why” questions</li> <li>• Experimenting and</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in a variety of activities, tasks and learning center and showing delight or satisfaction</li> <li>• Demonstrating</li> </ul>

<ul style="list-style-type: none"> <li>• Exploring objects using all their senses</li> <li>• Reacting to objects voices and sounds</li> <li>• Imitating familiar activities</li> <li>• Actively exploring the environment by using their bodies, senses, tools, materials and equipment to extend their skills</li> </ul>	<ul style="list-style-type: none"> <li>• moving away from the adults</li> <li>• Pointing to an unfamiliar picture in a book and wanting the caregiver to provide the name for the picture</li> </ul>	<ul style="list-style-type: none"> <li>• Showing an interest in patterns</li> <li>• Helping caregivers with setting the table or helping in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• investigating with materials</li> <li>• Starting to notice new things in the classroom and asks others for information</li> </ul>	<ul style="list-style-type: none"> <li>• growing confidence in abilities and expresses pride in accomplishments</li> <li>• Following simple classroom rules and routines</li> <li>• Showing empathy for others</li> </ul>
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**3. Children will be exposed to a variety of teaching approaches in order to promote the development of persistence, attention and cooperation skills.**

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>• Beginning to watch other children and show interest in their play</li> <li>• Recognizing pictures of family members</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting with other children for a short period of time</li> <li>• Imitates other children</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoying small group activities</li> <li>• Starting to use words or actions to ask another child to play</li> <li>• Beginning to show empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Showing increasing ability to understand the feeling of other children</li> <li>• Increasing willingness to work out problems with peers</li> <li>• Completing a task</li> </ul>	<ul style="list-style-type: none"> <li>• Showing increasing ability to compromise and resolve conflicts with peers</li> <li>• Developing abilities to give and take in interactions</li> </ul>

*“A treatment method or an educational method that will work for one child may not work for another child. The one common denominator for all the young children is that early intervention does work, and it seems to improve the prognosis.”*

*~ Temple Grandin*

## Language and Literacy

### 1. Children will be exposed to a language rich environment to aide in the development of age appropriate communication skills.

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>• Turning heads to sound of caregiver's voice</li> <li>• Expressing different cries for different needs</li> <li>• Making simple sounds</li> <li>• Looking at caregiver when they talk</li> <li>• Responding to own name</li> <li>• Vocalizing single syllables (ma ma ma, ba ba ba)</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to simple request</li> <li>• Showing increased understanding of words and gestures</li> <li>• Using consistent sounds, gestures and words to communicate</li> <li>• Following simple directions</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in conversations</li> <li>• Using words to express thoughts and ideas</li> <li>• Putting two or more words together to make simple sentences</li> <li>• Asking a lot of "what" questions</li> <li>• Knowing and can say first name</li> <li>• Understanding basic concepts (big/little, up/down, run/stop)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding size comparatives</li> <li>• Identifying basic colors</li> <li>• Carrying out a three part direction</li> <li>• Engaging in imaginary talk</li> <li>• Telling the sequence of a story with appropriate pictures</li> <li>• Participating in conversations</li> <li>• Talking in complete, complex sentences (4-8 words in length)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concepts of age</li> <li>• Carrying out a four part direction</li> <li>• Following several unrelated directions in proper order</li> <li>• Saying full name and address</li> <li>• Engaging in give and take conversations</li> <li>• Learning to say new words with 4 or 5 syllables</li> </ul>

### 2. Children will be made aware of the importance of the role of letters in print and oral communication to assist them with literacy skills.

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>• Grasping and mouthing books</li> <li>• Laughing and smiling to show recognition of pictures</li> <li>• Making noises or appropriate sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Showing empathy for characters or situations in books</li> <li>• Performing actions that are shown or mentioned in books</li> <li>• Pretending to read to</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying familiar sounds in the environment</li> <li>• Distinguishing between words with similar phonemes (i.e., hat and cat, fox and box)</li> </ul>	<ul style="list-style-type: none"> <li>• Answering questions about a story</li> <li>• Making predictions about what happens next</li> <li>• Using more advanced sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Showing literacy creativity through the expression of personal events</li> <li>• Sequencing events</li> <li>• Understanding verb tense</li> </ul>

<p>when seeing the familiar pictures or objects</p> <ul style="list-style-type: none"> <li>• May use sign or verbalizations for familiar people or objects</li> <li>• Listens and attends to culturally and linguistically familiar words or signs in rhymes and songs</li> </ul>	<p>dolls or stuffed animals</p> <ul style="list-style-type: none"> <li>• Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs</li> <li>• Marks on paper to explore writing materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discriminating among sounds based on volume and pitch (i.e., high/low, loud/soft, long/short)</li> <li>• Engaging in word play with silly sounds</li> <li>• Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories</li> <li>• Marks or scribbles on paper to represent an object</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding more complex vocabulary</li> <li>• Beginning to understand syllable structure of oral words</li> <li>• Retells familiar stories using props</li> <li>• Engages in writing activities that consist largely of drawing and scribbling</li> </ul>	<ul style="list-style-type: none"> <li>• Asking “who”, “what”, “when”, “where”, and “why” questions</li> <li>• Using more advanced sentence structure</li> <li>• Understanding more complex vocabulary</li> <li>• Uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning</li> <li>• Writes first name correctly</li> </ul>
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**3. Children will have the opportunity to experience various forms of literature to increase their appreciation of books.**

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>• Focusing on simple pictures in books or drawings</li> <li>• Exploring books and how they work and manipulating the pages</li> <li>• Explores books by touching, patting or putting in their mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Showing an increased involvement and enjoyment with books</li> <li>• Beginning to recognize “favorite books” and wants them repeatedly read</li> <li>• Pretending to read books</li> </ul>	<ul style="list-style-type: none"> <li>• Relating events in books to personal experiences</li> <li>• Beginning to recite from memory familiar books</li> <li>• Holds books, turn pages, and pretends to read</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing books by their cover</li> <li>• Understanding key components of a book (e.g., author, illustrator, cover)</li> <li>• Understanding the correct positioning of books</li> <li>• Recognizing common words</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding story theme</li> <li>• Relating story events to themselves</li> <li>• Understanding reading conventions (e.g., left/right)</li> <li>• Recognizing more complex words</li> </ul>

## Cognition

### 1. Children will utilize math skills in everyday routines to count, compare, measure and problem-solve to prepare them for school success.

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>• Looking and reaching for toys</li> <li>• Showing excitement when sees caregiver</li> <li>• Gazing at hands as they move about</li> <li>• Dropping toys and looking for them</li> </ul>	<ul style="list-style-type: none"> <li>• Pulling things off of shelves and cabinets</li> <li>• Dropping toys and waiting for someone to pick it up</li> <li>• Trying to complete form board</li> <li>• Stacking blocks up and knocking them down</li> <li>• Uses words to refer to change in the amount of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to group objects by their function</li> <li>• Recognizing objects as same and different</li> <li>• Using number words in songs and finger plays</li> <li>• Filling containers and dumping them</li> <li>• Exploring new ways to make things go together</li> <li>• Understanding “more” and “one-to-one correspondence</li> <li>• Matching circle, square and triangle shapes</li> <li>• Exploring materials and understanding cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to label and identify objects using numbers</li> <li>• Beginning to sort and classify objects</li> <li>• Identifying, describing and extending patterns</li> <li>• Starting to demonstrate an understanding of time, length, weight, capacity and temperature</li> <li>• Understanding prepositions</li> <li>• Beginning to notice different shapes</li> <li>• Building simple structures with blocks</li> <li>• Uses fingers to show how old they are</li> <li>• Say number words in sequence</li> <li>• Begins to add and subtract small collection of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Counts verbally to at least 20 by ones</li> <li>• Showing understanding of and using comparative words</li> <li>• Grouping related objects (shoe, sock, foot or apple, orange plum)</li> <li>• Copying repeating patterns</li> <li>• Participating in measuring activities</li> <li>• Using conventional measurement, time, and money terms with some accuracy</li> <li>• Identifying and labeling several shapes</li> <li>• Solve addition and subtraction word problems</li> </ul>

**2. Children will have opportunities to explore nature through science experiences in both indoor and outdoor settings to better understand their natural world.**

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>• Looking at surroundings in a new place</li> <li>• Using entire body to reach toward a toy</li> <li>• Feels and explores objects</li> <li>• Bangs objects repeatedly to hear the sound it makes</li> </ul>	<ul style="list-style-type: none"> <li>• Points to familiar pictures in books</li> <li>• Beginning to imitate familiar motions (stirring)</li> <li>• Starting to use senses to explore and understand surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand the concepts of color, shape size, matching and weight</li> <li>• Understanding consequences</li> <li>• Understanding when things happen in relation to routines</li> <li>• Using reasoning skills and imagination when planning ways to make things happen</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring more complex situations and concepts</li> <li>• Understanding the sequencing of daily events</li> <li>• Starting to understand the duration of time</li> <li>• Thinking about problems and figuring out what to do</li> <li>• Uses the five senses to observe objects, materials, organisms and events</li> <li>• Begins to use scientific vocabulary words</li> <li>• Engages in simple investigations and experiments</li> <li>• With adult assistance, analyzes and interprets data</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the five senses and uses them to make observations</li> <li>• Understanding that living things live in different environments</li> <li>• Understanding the concept of night and day</li> <li>• Uses scientific words such as, observe, describe, compare, contrast, question, predict and experiment</li> <li>• Engages in conducting more complex investigations or experiments</li> <li>• With increased independence, analyzes and interprets data</li> </ul>

*“The roots of education are bitter, but the fruit is sweet.”*

*~Aristotle*

**3. Children will be exposed to local and extended cultural diversity concepts.**

<i>Younger Infants</i>	<i>Older Infants</i>	<i>Toddlers</i>	<i>3-4 year olds</i>	<i>4-5 year olds</i>
<ul style="list-style-type: none"> <li>• Showing awareness of unfamiliar people</li> <li>• Looking at books that depict various cultures</li> <li>• Imitates everyday actions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in play with multicultural dolls</li> <li>• Exploring culture through dramatic play</li> <li>• Participating in multicultural music and movement activities</li> <li>• Offering children a variety multicultural food experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Showing awareness of other languages through songs and dance</li> <li>• Participating in multicultural music and movement activities</li> <li>• Offering children a variety of multicultural food experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Exposing children to different cultures through the use of guest speakers</li> <li>• Offering children a variety of multicultural food experiences</li> <li>• Experiencing different languages through various methods (e.g., spoken language, printed text and sign language)</li> </ul>	<ul style="list-style-type: none"> <li>• Same as 3-4 year olds</li> </ul>

*“We are all different, which is great because we are all unique. Without diversity life would be very boring.”*

*~ Catherine Pulsifer*

