

Activities planned and provided for young children should be meaningful, open-ended and require active involvement from the children.

Checklist for Appropriate Practice for Work with 3-Year-Olds

Fine Motor Skills (3-Year-Olds)

- *Time for creative expression and exploration of materials*

Materials Available

- | | |
|--|---|
| <input type="checkbox"/> puzzles | <input type="checkbox"/> paints and brushes |
| <input type="checkbox"/> pegboards | <input type="checkbox"/> markers |
| <input type="checkbox"/> beads to string | <input type="checkbox"/> play dough |
| <input type="checkbox"/> construction sets | <input type="checkbox"/> blunt scissors |
| <input type="checkbox"/> crayons | |

Gross Motor Skills (3-Year-Olds)

- *Time and space indoors and outdoors to explore and exercise*

Materials Available

- | | |
|---|---|
| <input type="checkbox"/> various sized balls and beanbags | <input type="checkbox"/> climbing apparatus |
| <input type="checkbox"/> trikes and wagons | <input type="checkbox"/> balancing boards |

Cognition (3-Year-Olds)

- *Time to explore and learn about their environment*
- *Time to be curious*
- *Time to experiment with cause and effect*

Materials Available

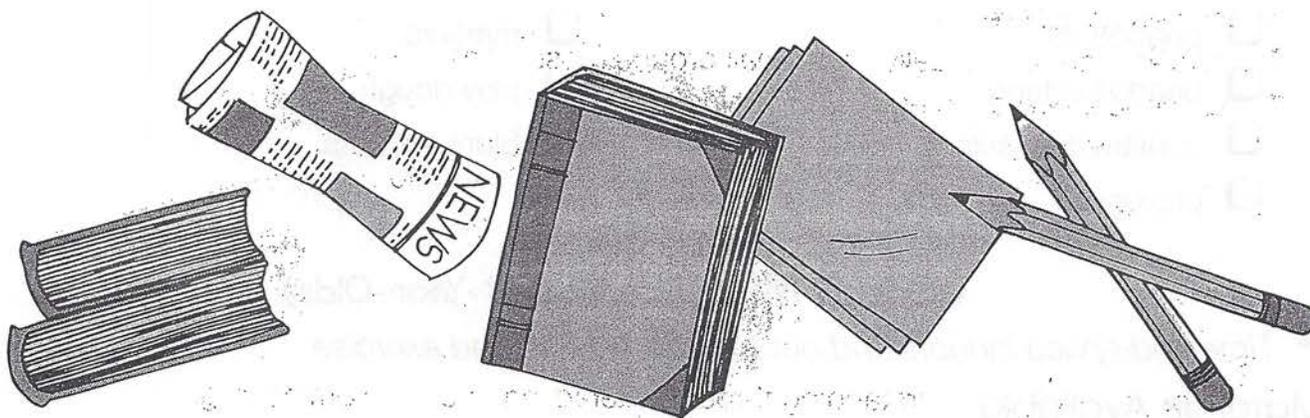
- | | |
|---|--|
| <input type="checkbox"/> blocks | <input type="checkbox"/> toys that open and close |
| <input type="checkbox"/> dramatic play props | <input type="checkbox"/> toys that can be taken apart
(and put back together) |
| <input type="checkbox"/> sand and water table | <input type="checkbox"/> bubbles |
| <input type="checkbox"/> toys for pouring and measuring | <input type="checkbox"/> kits |
| <input type="checkbox"/> things to measure | <input type="checkbox"/> seed planting activities |
| <input type="checkbox"/> scoops | |
| <input type="checkbox"/> toys with knobs and latches | |

Language (3-Year-Olds)

- Time to listen, speak, "read" and "write"
- Time to use language to solve problems
- Time to use language to learn concepts

Materials Available

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> books | <input type="checkbox"/> writing implements |
| <input type="checkbox"/> magazines | <input type="checkbox"/> earphones |
| <input type="checkbox"/> newspapers | <input type="checkbox"/> tapes |
| <input type="checkbox"/> paper | <input type="checkbox"/> records |



Activities

- Adults speak clearly and frequently to individual children.
- Adults respond quickly and appropriately to children.
- Adults patiently answer the "Why?" and "How come?" questions.
- Adults respond to repeated questions as children practice conversations.
- Adults record children's stories.
- Adults read to children.
- Children rapidly acquire language.
- Children experiment with verbal sounds.
- Children use language to solve problems.
- Children use language to learn concepts.
- Children learn nursery rhymes, poems, songs and fingerplays.
- Children dictate stories.



Checklist for Appropriate Practice for Work with 4 to 5-Year-Olds

- Experiences meet physical, social, emotional and intellectual needs
- Individual differences are expected, accepted and used to design appropriate activities
- Interactions and activities promote self-esteem and a positive attitude toward learning

Environment (4 to 5-Year-Olds)

- Children learn through interaction with materials and people.
- Children have choices for centers, activities and materials.
- Children are active.
- Children work individually or in small groups most of the time.
- Experiences are concrete and meaningful.

Cognition (4 to 5-Year-Olds)

- Children develop understanding through interaction and problem solving.
- Meaningful experiences integrate curriculum areas.
- Safe and healthy routines are followed.

Physical Development (4 to 5-Year-Olds)

- Children use large motor skills daily both indoors and outdoors.

Aesthetic Development (4 to 5-Year-Olds)

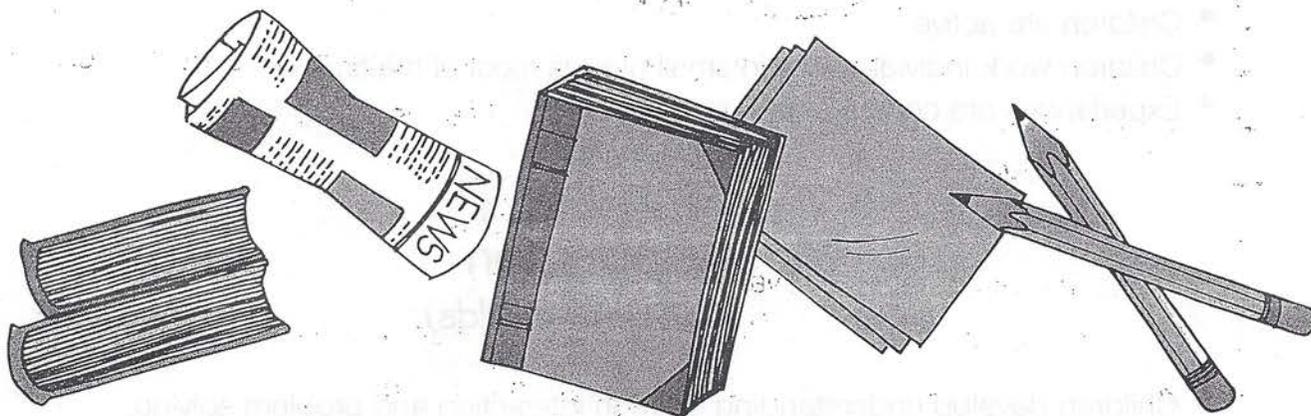
- Children experiment and enjoy various forms of art and music.

Language (4 to 5-Year-Olds)

- Time to see that reading and writing are useful
- Time to talk with children and adults
- Time to use language to solve social problems

Materials Available

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> books | <input type="checkbox"/> writing implements |
| <input type="checkbox"/> magazines | <input type="checkbox"/> earphones |
| <input type="checkbox"/> newspapers | <input type="checkbox"/> tapes |
| <input type="checkbox"/> paper | <input type="checkbox"/> records |



Activities

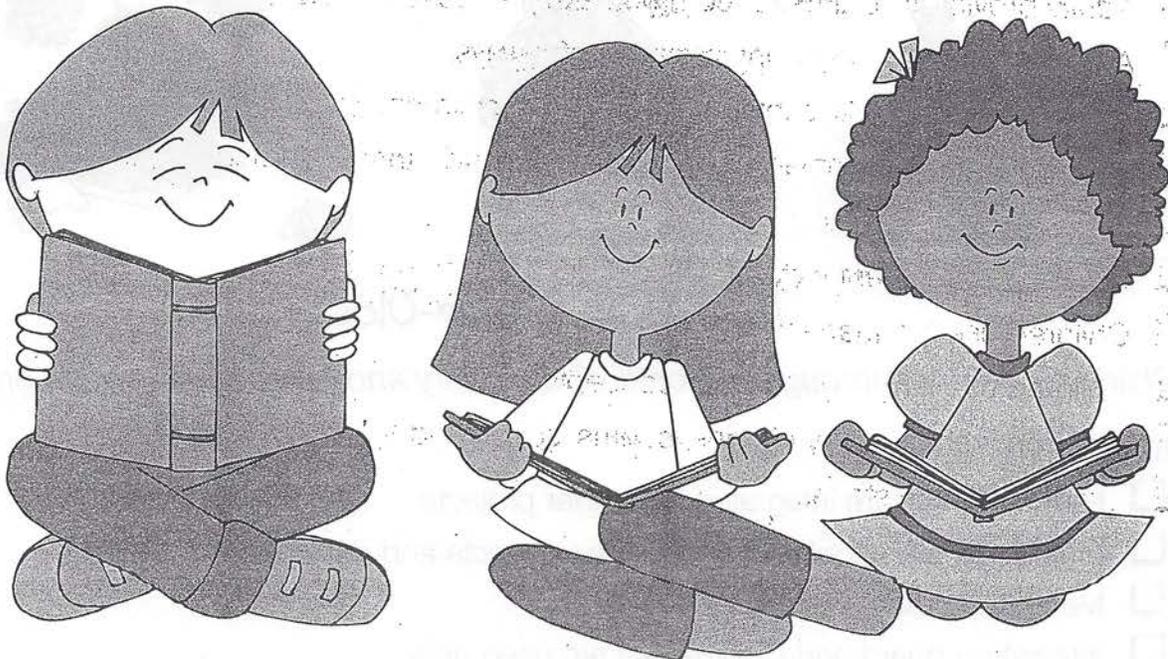
- Adults read stories and poems to children.
- Adults provide field trips for common experiences to talk about.
- Adults model by using print in meaningful ways.
- Adults facilitate positive interaction between children.
- Children "read" stories and poems to adults and other children.
- Children rapidly acquire language.
- Children experiment with verbal sounds.
- Children use language to solve problems.
- Children use language to learn concepts.
- Children learn nursery rhymes, poems, songs and fingerplays.
- Children dictate stories.

Checklist for Appropriate Practice for Work with 5 to 8-Year-Olds

- Curriculum is designed to meet physical, social, emotional and intellectual needs; to help children learn how to learn and to establish a pattern for lifelong learning.
- Individual differences are expected, accepted and used to design appropriate activities. Children are allowed to move at their own pace.
- Interactions and activities promote self-esteem and a positive attitude toward learning

Teaching Strategies (5 to 8-Year-Olds)

- Children learn through interaction with materials and people.
- Curriculum is integrated with learning occurring through projects and learning centers.
- The curriculum reflects the students' interests and suggestions.
- Teachers guide children's involvement.
- Many centers are available so students have choices.
- Children are encouraged to evaluate their own work.
- Some work is corrected in small groups where children give each other feedback.
- Errors are viewed as a necessary and natural part of learning.
- Students may work alone or in groups.
- Materials with various textures and shapes are available for manipulation and experimentation.

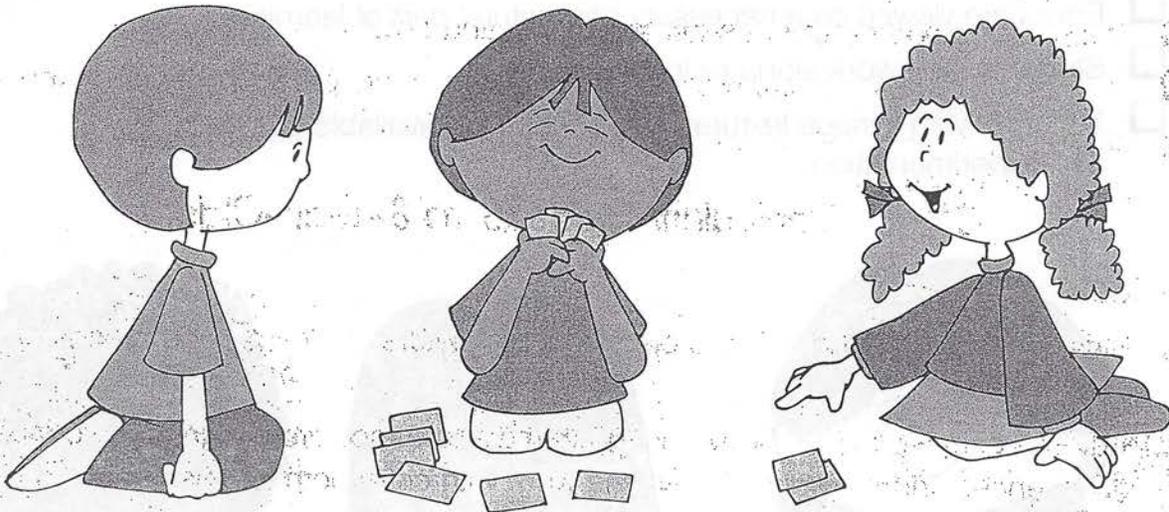


Language and Literacy (5 to 8-Year-Olds)

- Children are exposed to a variety of language experiences.

Activities

- Children draw, dictate, and/or write.
- Students play and implement projects.
- Children make lists of steps to follow.
- Students discuss what is read.
- Children prepare class newspapers.
- Students interview people to obtain information.
- Children make books.
- Students listen to and view high-quality films of children's books.
- Children are read to each day.
- Students use the school library.
- Reading skills are taught as needed to individual or small groups of children through enjoyable games and activities.
- Teachers accept students' invented spelling.
- Children use literacy skills in other content areas.



Math (5 to 8-Year-Olds)

- Children use math through exploration, discovery and solving meaningful problems.

Activities

- Math activities are integrated with other projects.
- Math skills are acquired through play, projects and daily living.
- Many math manipulatives are used.
- Interesting board and card games are used daily.

Social Studies (5 to 8-Year-Olds)

- *Social studies themes are identified as the focus of activities.*

Activities

- Children participate in projects and playful activities as they research items in books.
- Students take field trips.
- Children interview visitors and speakers.
- Students work on the social skills of planning, sharing, taking turns and working on committees.
- Children explore values, learn rules of social living and learn respect of differences through experiences.
- Cultural experiences in art, music, dance, drama, woodworking and games are provided.

Science (5 to 8-Year-Olds)

- *Discovery science is a major part of the curriculum, building on a child's natural interest.*

Activities

- Science projects are experimental and exploratory.
- Science projects build on a child's natural interest in the world.
- The classroom and outdoors contain plants and pets.
- Through field trips and projects, students learn to plan, predict, observe, experiment and verify.

Other Curriculum Areas (5 to 8-Year-Olds)

Activities

- Meaningful health and safety projects enable children to learn about personal health and safety.
- Art, music, movement, woodworking, drama and dance are integrated into meaningful experiences and projects. Specialists work with classroom teachers.
- Multicultural and nonsexist activities and materials are available.
- Outdoor activity allows for gross motor development and appropriate expression.

To see if the day is well planned for young children, refer to the publication of the National Association for the Education of Young Children, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8* (Bredekamp, 1987) available through the NAEYC offices: 1509 16th Street, N.W., Washington, D.C. 20036-1426 (1-800-424-2460).