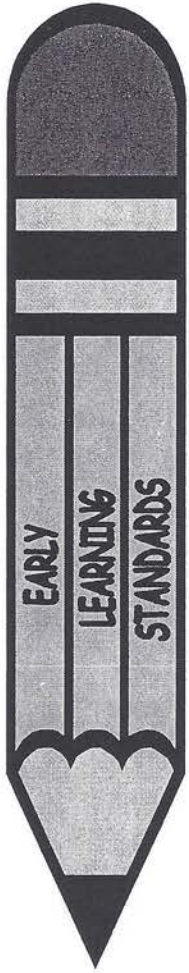




# APPROACHES TO LEARNING



## for Pre-Kindergarten

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All children need to feel comfortable and secure as they learn and become successful. But, not all children learn in the same way. From infancy, children display their disposition towards learning.... Teachers can help children feel successful by supporting individual differences and helping each child discover his or her own learning capacity and style. Children should be encouraged to take initiative, to try new things and to show persistence in carrying out projects.

**Standard: Demonstrate initiative and curiosity**

Indicator	Examples	Supportive Practices	
AL 1.1 Choose to participate in an increasing variety of experiences	<p>The child will:</p> <ul style="list-style-type: none"> <li>Independently choose to participate in at least 75% of the available learning centers including some new experiences</li> <li>Independently choose new and different materials to represent different thoughts or feelings</li> <li>Volunteer to share new ideas and experiences</li> <li>Initiate movement and play during free choice times indoors and outside</li> </ul>	<p>The adult:</p> <ul style="list-style-type: none"> <li>Enhance learning centers and group activities to attract child participation and enhance learning</li> <li>Provide a classroom with clearly defined interest areas and labeled materials that invite children to explore and discover</li> <li>Provide new materials, photographs, art work, music to stimulate experiences, knowledge, and interests</li> <li>Ask open-ended questions to facilitate sharing and extend learning</li> <li>Provide materials/activities appealing to a variety of senses and learning styles for individuals, small groups and larger group experiences</li> </ul>	
AL 1.2 Make independent choices			<p>Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks</p>
AL 1.3			<p>Use multiple strategies and all available senses to explore and learn from the environment</p>
AL 1.4			

**Standard: Demonstrate engagement and persistence**

Indicator	Examples	Supportive Practices
AL 2.1 Show persistence in ability to complete a variety of tasks, activities, projects and experiences	The child will: <ul style="list-style-type: none"> <li>Initiate, follow through, and complete play activities and projects</li> </ul>	The adult will: <ul style="list-style-type: none"> <li>Encourage and facilitate planning and follow through</li> </ul>
AL 2.2 Demonstrate increasing ability to set goals and develop and follow through on plans	<ul style="list-style-type: none"> <li>Plan, develop, follow through and complete art/craft projects</li> </ul>	<ul style="list-style-type: none"> <li>Ask open-ended questions to encourage and develop projects</li> <li>Provide support when needed</li> </ul>
AL 2.3 Demonstrate capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions		<ul style="list-style-type: none"> <li>Record plans to facilitate follow through and recall of steps/progress</li> <li>Document, label/describe, display steps involved in projects – with photos when possible</li> <li>Anticipate possible next steps encouraging progress if necessary</li> <li>Notice progress</li> </ul>

**Standard: Demonstrate reasoning and problem solving skills**

Indicator	Examples	Supportive Practices
AL 3.1 Demonstrate a growing ability to predict possible outcomes related to cause and effect	The child will: <ul style="list-style-type: none"> <li>Predict outcomes in stories, to "what if" questions, with card events</li> </ul>	The adult will: <ul style="list-style-type: none"> <li>Help children learn how to function in a group, relate positively to others and solve problems peacefully</li> </ul>
AL 3.2 Find more than one solution to a question, task or problem	<ul style="list-style-type: none"> <li>Engage in problem solving in a variety of key areas</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of materials and situations to support experience with cause and effect and problem solving</li> </ul>
AL 3.3 Seek and/or accept help from others when encountering a problem	<ul style="list-style-type: none"> <li>Explain multiple strategies to solve problems</li> <li>Demonstrate awareness of how to get help in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Recognize children who support others in problem solving</li> </ul>
AL 3.4 Recognize and solve problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults	<ul style="list-style-type: none"> <li>Solve an increasing number of problems independently in play and living situations</li> <li>Demonstrate ability to classify, compare, and contrast</li> </ul>	<ul style="list-style-type: none"> <li>Read stories which include problem solving, helping others, and multiple problem solving skills</li> <li>Teach cause and effect/reasoning vocabulary (e.g. If, when, after, before, next, what if, then, and/or)</li> </ul>
AL 3.5 Classify, compare and contrast objects, events and experiences	<ul style="list-style-type: none"> <li>Use an increasing number of details and more realistic representations</li> </ul>	<ul style="list-style-type: none"> <li>Allow children to solve problems independently whenever possible and safe</li> <li>Use open-ended questions to encourage classification, sorting, comparisons, problem solving</li> <li>Ask open ended questions to stimulate and extend representation</li> </ul>

**Standard: Demonstrate flexibility, risk taking and responsibility**

Indicator	Examples	Supportive Practices
<p>AL 4.1 Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking</p>	<p>The child will:</p> <ul style="list-style-type: none"> <li>Identify and explain dangerous and inappropriate risk taking</li> </ul>	<p>The adult will:</p> <ul style="list-style-type: none"> <li>Ask "what if" questions in play situations, while reading stories</li> </ul>
<p>AL 4.2 Demonstrate willingness to choose a variety of familiar and new experiences</p>	<ul style="list-style-type: none"> <li>Demonstrate willingness to try an increasing number of new experiences</li> <li>Volunteer/take part in discussions and other new learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Ask "why" questions about potentially dangerous situations using pictures, stories, and puppets</li> </ul>
<p>AL 4.3 Accept responsibility for learning through active participation verbally or nonverbally</p>	<ul style="list-style-type: none"> <li>Accept individual differences in children's willingness to try new experiences</li> <li>Use pair learning experiences to extend skills, experiences</li> </ul>	<ul style="list-style-type: none"> <li>Accept individual differences in children's willingness to try new experiences</li> <li>Use pair learning experiences to extend skills, experiences</li> </ul>

**Standard: Demonstrate Imagination, Creativity and Invention**

Indicator	Examples	Supportive Practices
<p>AL 5.1 Approach tasks and experiences with increased flexibility, imagination and inventiveness</p>	<p>The child will:</p> <ul style="list-style-type: none"> <li>• Use a variety of materials to explore and express ideas and emotions</li> <li>• Use and create props during dramatic play activities</li> <li>• Describe “creations” when asked to tell about art work, block structures, and other creative work</li> </ul>	<p>The adult will:</p> <ul style="list-style-type: none"> <li>• Provide blocks of play time and center/play-based learning opportunities and environments</li> <li>• Provide new materials and props in all centers and aspects of the environment to stimulate and extend learning, exploration, imagination, and creativity</li> <li>• Read/ tell stories about real people who show their use of imagination, creativity, and invention</li> </ul>
<p>AL 5.2 Use or combine materials/strategies in novel ways to explore and solve problems</p>		