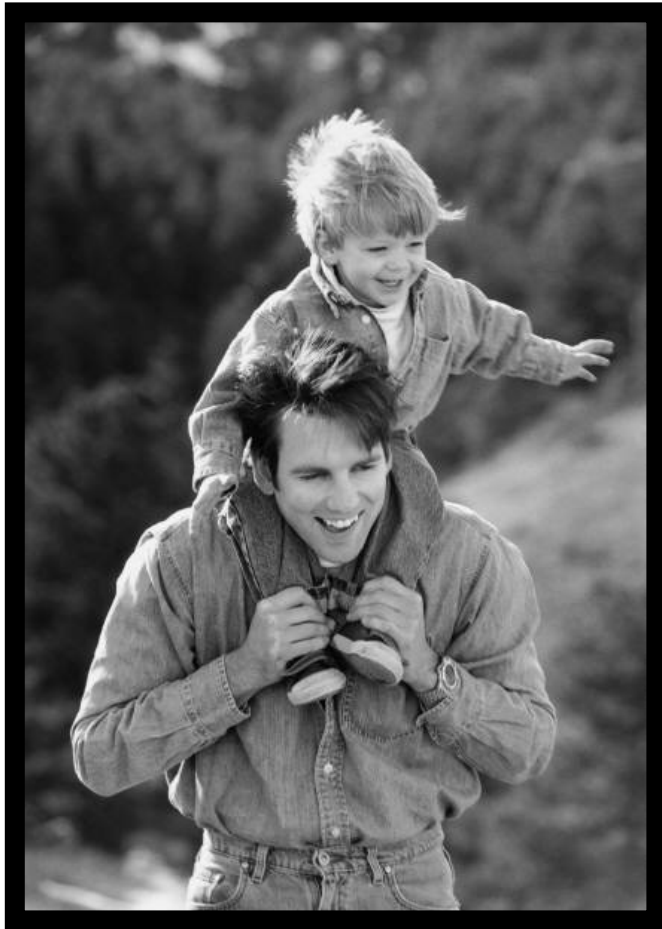


The South Dakota Early Learning Guidelines

Guide for Families



Children's early years form the foundation for all of their future learning and development. Brain research has shown us that the experiences children have during the first five years of life form important connections in the brain that all their future growth will build on. These connections, along with a wide range of early experiences will allow the child to learn and grow. The South Dakota Early Learning Guidelines were developed to provide parents, caregivers, and teachers a list of appropriate skills and knowledge children can learn with support by the time they have finished their preschool years, which are typically between the ages of 3-5. Because children are unique and develop individually, they will not all reach these guidelines by the time they enter kindergarten. However, the guidelines do provide families with suggestions of skills they can work on to help their children be more successful in school. The guidelines are aligned with the South Dakota Content Standards for Kindergarten, which are part of the K-12 State Standards. This guide provides families with the highlights of standards and benchmarks outlined in the SD Early Learning Guidelines. A more extensive version of the Guidelines can be found at The SD Department of Education at: <http://doe.sd.gov/contentstandards/> and the SD Office of Childcare Services at: <http://dss.sd.gov/childcare/>. Families are children's first and most important teachers. This guide provides ideas you can use to help your children learn as they enjoy playing with you, listening to you read to them, and simply talking together. When children know they are loved and cared for they are able to blossom and grow. When you are involved in your child's education in the early years, as well as throughout your child's education, your child will achieve far more than they ever could without your support.

This guide begins with standards for Language and Literacy, and Mathematics, followed by Social Emotional Development and Approaches to Learning; Science and Social Studies; and the Arts and Physical Development. It gives the overall standards, as well as the individual benchmarks for each standard. The standards and benchmarks are based on what research tells us are the skills, knowledge, and understandings children need in order to be successful in reading, writing, mathematics, and other subjects throughout their school years and beyond. Research shows that the most important thing families can do to help their children learn is to read to them. Set aside time every day to read to your child. Simple books with few words and colorful pictures are ideal. Also talk with your child throughout the day. Talk about what you are doing and seeing. Point out objects as you drive, walk, or shop together. Use numbers throughout the week in meaningful ways, such as counting out apples to purchase, buttons as you button them, and reading the numbers on your house.

This Family Guide was developed by the South Dakota Early Learning Guidelines Panel and the University of South Dakota with funding from the South Dakota Department of Education's Office of the Secretary and Head Start Collaboration Office and the South Dakota Department of Social Services, Division of Child Care.

The South Dakota Early Learning Guidelines for Families Language and Literacy

STANDARD 1-Reading

Through their explorations, play, and social interactions, children use skills and strategies to get meaning from print

By the end of their preschool years, most children will

- Demonstrate interest and enjoyment in books.
- Recognize familiar environmental print, such as "STOP" signs.
- Recognize their first name in print.
- Identify letters of the alphabet, especially those in their own name.

STANDARD 2-Writing

Through their explorations, play, and social interactions, children use writing and drawing as a means of communication

By the end of their preschool years, most children will:

- Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, and the computer keyboard.
- Use scribbling and drawing to represent their ideas.
- Attempt to write own name using a variety of materials.
- Ask adults for help in writing messages, stories, etc.

STANDARD 3-Listening and Phonological Awareness

Through their explorations, play, and social interactions, children listen, identify, and respond to environmental sounds, directions and conversations, and have phonological awareness.

By the end of their preschool years, most children will:

- Listen and respond to conversations with adults and other children during play.
- Repeat familiar songs, rhymes, and phrases from favorite storybooks.
- Demonstrate understanding of an increasingly rich vocabulary.
- Recognize some rhyming sounds.

STANDARD 4-Speaking/Communicating and Oral Language Development

Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.

By the end of their preschool years, most children will:

- Play with the sounds of language, repeating rhymes, songs, poems and finger plays.
- Use an increasingly rich vocabulary.
- Use complete sentences to express ideas and feelings.
- Tell real or imaginary stories that have a recognizable beginning, middle, and end.

STANDARD 5-Learning New Languages

Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in a language other than their home language.

By the end of their preschool years, most children will:

- Name at least one example of a language other than their home language.
- Say simple greetings in another language, such as "hola" ("hello" in Spanish) and "adios" ("good-bye" in Spanish) or use sign language to express a greeting.

For a child learning English as a new language:

- Play with the sounds and intonation of the English language as well as their home languages.
- Identify names of common objects in the environment.
- Use simple words and phrases to communicate with adults and other children.

Recommended Books to Read with your Child to Promote Literacy

- *Chicka Chicka Boom Boom* by Bill Martin, Jr.
- *It Looked Like Spilt Milk* by Charles G. Shaw
- *Brown Bear, Brown Bear, What Do You See* by Bill Martin, Jr.
- *Have You Seen My Duckling?* by Nancy Tafuri
- *Hello World!* by Manya Stojic
- *I Went Walking* by Sue Williams
- *Is Your Mama a Llama* by Deborah Guarino
- *Alphabet under Construction* by Denise Fleming
- *On Market Street* by Arnold & Anita Lobel
- *Goodnight Moon/Buenas Noches Luna* by Margaret Wise Brown

Language and Literacy

Supporting Your Child

- Read with your child everyday. Choose a variety of different books with appealing pictures.
- Encourage your child to join in familiar refrains of predictable books, such as "Brown Bear, Brown Bear, What do you see?"
- Show your child that reading is fun and useful and how you use it in your everyday life, such as reading the newspaper, magazines, the internet, etc.
- Point out letters and words found in books, as well as in the world around them, such as street and store signs.
- Help your child learn to write his or her name, using a capital letter at the beginning, followed by lower-case letters. Talk about the sounds that letters make.
- Model writing with your child, such as making a list, writing a letter, or writing reminders. Occasionally, talk about the letters you are using to form words.
- Provide pencils, crayons, and other writing tools that your child can use for writing.
- Offer to write a letter to a relative while your child dictates to you what they want to say.
- Play rhyming games, trying to find words that rhyme, and sing rhyming songs, such as *Row, Row, Row Your Boat* and songs with rhyming names.

- Provide experiences where your child can learn new words, such as a trip to the zoo or simply a walk around the neighborhood.
- Have conversations with your child about their play, what they are interested in, what you did that day, or how they are feeling.
- Talk with your child during routine activities, "Let's water the tall plant next."
- Be a good listener and encourage your child to express their thoughts and feelings.



A Trip to the Grocery Store

Have your child help you make a list of things that you need. Your child could even write his/her own short list of items. While shopping at the store, point out labels, signs, and other print. Talk with your child about the different names of fruits, vegetables, and other products to boost vocabulary. Encourage your child to find the products on your list with your assistance.

The South Dakota Early Learning Guidelines for Families - Mathematics

STANDARD 1-Number Sense and Operations

Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.

By the end of their preschool years, most children will:

- Count by ones to 10 and higher.
- Verbally count backward from 5.
- Recognize and name numerals 1 to 5.
- Use and understand the terms first, last, and first through fifth.
- Separate a collection of 10 items into 2 equal groups.
- Give up to 5 items when requested.

STANDARD 2-Shapes/Geometry

Through their explorations, play, and social interactions, children identify and describe simple geometric shapes (circle, triangle, rectangle) and show an awareness of their positions in relation to other objects.

By the end of their preschool years, most children will:

- Recognize and name circle, triangle and rectangle (which includes square).
- Recognize that a shape remains the same shape when it changes position.
- Sort and match objects with the same shape and size.
- Make a picture by combining shapes.
- Begin to use words such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, and next to.

STANDARD 3-Measurement

Through their explorations, play, and social interactions, children identify and compare the attributes of length, volume, weight, time, and temperature and use the tools needed to measure them.

By the end of their preschool years, most children will:

- Compare the length of objects using the terms longer and taller.
- Arrange objects in order according to characteristics, such as height.
- Identify and use measurement tools, such as ruler, scales, measuring cups, thermometer, clock, and calendar.

STANDARD 4-Making Sense of Data

Through their explorations, play, and social interactions, children classify, organize, represent, and use information to ask and answer questions.

By the end of their preschool years, most children will:

- Sort objects onto a large graph according to one attribute, such as size, shape or color.
- Name the category that has the most, least, or the same on a large graph.
- Gather information to answer questions of interest.

STANDARD 5-Patterns/Algebra

Through their explorations, play, and social interactions, children identify, repeat, and describe simple patterns using concrete objects.

By the end of their preschool years, most children will:

- Sort, classify, and order objects by size and other properties.
- Identify simple patterns in the context of play or daily activities (such as "block, car, block, car") and use patterns to describe relationships between objects ("car follows block").
- Predict, repeat, and extend a simple pattern in the context of play or daily activities ("dish, spoon, dish, spoon").
- Use simple words and phrases to communicate with adults and other children.

Recommended Children's Books to read with your child to support Math Development

- *Beep Beep, Vroom Vroom* by Stuart J. Murphy
- *Fiesta!* by Ginger Foglesong Guy
- *Five Little Monkeys* by Eileen Christelow
- *Inch by Inch* by Leo Lionni
- *My Shapes/Mis Formas* by Rebecca Emberley
- *Roll Over! A Counting Song* by Merle Peek
- *The Doorbell Rang* by Pat Hutchins
- *Uno, Dos, Tres* by Pat Mora

Mathematics

Supporting Your Child

- Count with you child, counting toys, steps, shoes, dishes, and other items around the house.
- Count backwards with your child from 5 to 1; you could play with words, "5, 4, 3, 2, 1, blast-off!"
- Ask your child to help set the table, counting each dish as it is passed out. Count each family member, as his or her place is set.
- Have a scavenger hunt for shapes in your home or environment. Talk with your child about the names of the shapes.
- Encourage your child to make different shapes out of play dough.
- Measure your child's height over time and talk about how they have grown.
- Measure different things around the house, using a ruler, and then try measuring with different objects such as blocks, paper clips, shoes, or yarn.
- Plant grass or other seeds and measure the growth with your child. Keep track of how it changes.
- Make a graph by using a checkerboard or draw checkerboard lines on paper. Ask your child to line up toys, blocks, or cereal in columns according to color or shape. Talk about which column has more, less, or the same.
- Invite your child to help fold laundry. Encourage matching socks and looking for patterns in fabrics.

- Encourage your child to arrange toys from tallest to shortest.
- Make patterns with different objects (blocks, cups, cars, etc.) "big car, little car, big car, little car" or "red block, blue block, red block, blue block".
- Cook with your child and allow them to help measure the ingredients and count as they stir.

A Fun Recipe to Make Together

Bread In A Bag

2 1/2 cups wheat flour	2 tablespoons vegetable oil
1 tablespoon yeast	2 1/2 tablespoons honey
1 teaspoon salt	1 cup warm water

1. Place 1 cup of the flour, yeast and salt into a zip lock bag.
2. Seal and shake bag until well mixed.
3. Open bag and add vegetable oil, honey, and warm water.
4. Squeeze out the air and reseal bag. Squeeze bag with your hand to mix the contents until smooth.
5. Open bag and add remaining flour.
6. Squeeze out as much air as you can, seal bag. Knead for 10 to 15 minutes.
7. Place the bag in a warm place. Cover with a clean towel. Let dough rise until doubled about 1 1/2 to 2 hours.
8. Grease bread pan. When bread is ready, punch down, remove from bag and put into the greased bread pan.
9. Cover with a clean towel. Let rise until it's just above the rim of the pan.
10. Bake at 350 degrees for 30 minutes.
11. Allow to cool and enjoy eating together.

The South Dakota Early Learning Guidelines

Social Emotional Development and Approaches to Learning

Guide for Families

Social/Emotional development is a key component of children's overall growth. Educational and developmental research, including brain research has shown us that the early years in children's lives are critical to their social/emotional development. Early relationships are key to children's later social and emotional competence; forming secure bonds with those who care for them is critical to children's later abilities to form friendships and get along with others. It is important that we spend time with our children, responding to their needs and interests, listening, and talking with them. This will help them see themselves as individuals who are worthwhile and capable of learning.

Children need warm, responsive, and predictable environments in order to thrive emotionally and socially. We can provide an environment that is relatively calm, predictable, positive and stable. Play experiences help with the development of pride, joy, and mastery of skills. As children play they learn self-control, turn taking, sharing, negotiation, and appropriate ways to express their emotions. It is also important for children to develop positive approaches toward learning at an early age. Children have a lifetime of learning ahead of them. Developing positive attitudes toward learning, including curiosity, eagerness, and sticking to a task will help children with all future learning. These positive approaches to learning, as well as learning how to solve problems and use their imaginations will also help children do better in reading, math, and all other subject areas.

Check out these helpful websites.

Parents as Teachers: www.parentsasteachers.org

Conscious Disciple: www.ConsciousDiscipline.com

The Center on the Social and Emotional Foundations of Early Learning: <http://csefel.uiuc.edu>

The South Dakota Early Learning Guidelines for Families Social/Emotional Development

STANDARD 1-Self-concept and Self-confidence

Children demonstrate a positive self-concept and self-confidence in play and everyday tasks.

By the end of their preschool years, most children will:

- Identify themselves by name.
- Take pride in accomplishments.
- Adjust to new situations and separate easily from family member or familiar caregiver.

STANDARD 2-Regulating Emotions

Children demonstrate an ability to understand and regulate their emotions in play and everyday tasks.

By the end of their preschool years, most children will:

- Use words to express their needs, wants, and feelings, as well as to identify the emotions of others.
- Recognize they can do things to change the way they feel and how others feel.

STANDARD 3-Respect and Appreciation of Similarities and Differences

Children respect others and recognize and appreciate their similarities and differences in play and everyday tasks.

By the end of their preschool years, most children will:

- Express ways in which others are similar and different, such as eye color, gender, and favorite activities.
- Play with a variety of children, regardless of gender, race, or ability.
- Demonstrate caring and concern for others and respect the rights and property of others.

STANDARD 4-Pro-Social Behaviors and Cooperation

Children demonstrate pro-social behaviors and social competence, and participate cooperatively as members of a group in play and everyday tasks.

By the end of their preschool years, most children will:

- Develop positive relationships with other children and trusted adults.
- Use materials purposefully and respectfully and participate in cleaning up and putting away materials.
- Identify qualities that make a good friend.
- Take turns, share, and be courteous to others, using words such as "thank you," "please," and "excuse me."

Social/Emotional Development

Supporting Your Child

- Prepare your child for new situations and experiences. Explain what to expect and what might happen.
- Talk with your child about his or her feelings and what might be causing them.
- Help your child learn how to relax, stay calm, and manage anger and fears, such as breathing deeply, finding a comfortable spot to listen to music, and using words to express thoughts and feelings.
- Discuss the characters in storybooks, talking about their feelings, similarities and differences, etc.
- Listen to your child and have meaningful conversations, showing real interest in their thoughts and emotions.
- Visit people and places in the community and discuss what you are seeing and doing.
- Involve your child in projects that help the community, such as recycling, visiting the elderly, and donating food, clothing, and toys to those in need.
- Share appropriate responsibilities with your child, such as helping to set the table, dusting, or feeding a pet.
- Avoid hurrying your child. Enjoy time together.
- Work on developing a strong relationship with your child. Give them a sense of security and trust.

- Provide suggestions on how to join in play with other children, such as sharing toys, offering to help, and saying nice things to each other.
- Encourage your child to express needs with words. Model appropriate language yourself, such as "May I please share your toy?"



Tea for Two

Set aside time to have a special tea party or snack time for you and your child. Wear old dress-up clothes, such as old hats or scarves. Make a game of acting as if you were having tea with a queen, president, or other person held in honor. Take turns exchanging compliments and using good manners.

"My, but you look lovely today;
would you enjoy a cookie?"

"Why yes, thank you, you are so kind!"

"My pleasure, you are most welcome."

The South Dakota Early Learning Guidelines for Families

Approaches to Learning

STANDARD 1-Curiosity and Eagerness

Children demonstrate curiosity and eagerness in play and everyday tasks.

By the end of their preschool years, most children will:

- Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.
- Ask questions to find answers and wonder why.
- Demonstrate eagerness to find out more about other people and to discover new things in the environment.

STANDARD 2-Initiative and Persistence

Children demonstrate initiative and persistence in play and everyday tasks.

By the end of their preschool years, most children will:

- Demonstrate persistence by working toward completing tasks, and sustain attention and focus on activities.
- Demonstrate self-help skills, including selecting toys and materials to use in activities and returning them when finished.

STANDARD 3-Problem Solving and Reflection

Children use problem solving and reflection in play and everyday tasks.

By the end of their preschool years, most children will:

- Attempt several different strategies when encountering difficulty during daily activities.
- Demonstrate satisfaction or delight when solving a problem or completing a task.
- Demonstrate thinking skills and verbal problem-solving skills (use self-talk and thinking aloud to solve problems).
- Demonstrate resiliency and coping skills when faced with challenges.
- Seek help from adults and other children when needed.

STANDARD 4-Invention and Imagination

Children use invention and imagination in play and everyday tasks.

By the end of their preschool years, most children will:

- Explore and experiment with a wide variety of materials and activities.
- Engage in fantasy play, taking on pretend roles with real or imaginary objects.
- Use imagination to try new ways of doing things and work with materials in creative ways.

Approaches to Learning

Supporting Your Child

- Read stories and encourage your child to ask questions.
- Communicate that mistakes are accepted and can be fixed by responding calmly, relating to the situation, and offering solutions. For example, if a child spills milk, you could say, "When I spill something, I clean it up with some paper towels. Let's get some and clean it up together."
- Share your own interest and curiosity in learning new things. Be a role model, showing how to approach new situations and engage in learning.
- Support your child's exploration and discovery.
- Give your child plenty of time to play, create, investigate and complete tasks and projects.
- Gently encourage your child to keep trying ("Let's just work on this puzzle for a little while longer—it's hard but you are really trying")
- Model persistence. For example, keep working on different ways to open a window that is stuck, and talk with your child about what you are doing.
- Encourage your child to seek help when needed. Support your child's efforts.
- Talk out loud while solving problems or working through a task to model the problem solving process for your child.
- Encourage your child to talk out loud while working through a task.
- Routinely involve your child in thinking through real-life problems (e.g., how to clear a path through the new snow).
- Teach your child the steps involved in problem solving: identifying the problem, generating possible solutions, choosing a solution, trying it out, and evaluating how well it worked.
- Acknowledge and celebrate your child's successes.
- Set out paper and washable crayons and markers to encourage creativity.
- Rotate toys and materials, occasionally putting some toys away and getting out others to add interest and spark new ideas.
- Encourage your child to use materials in new and creative ways.
- Provide open-ended materials for your child to investigate, such as boxes, plastic bowls, and wooden spoons.
- Ask open-ended questions to encourage creative thinking, such as:
 - What do you think would happen if...?
 - Why do you think...?
 - What could we do....?
- Allow your child to lead your play together.
- Help your child identify coping skills that will help when feeling stressed, such as asking for a hug, holding a blanket, and taking a break.

Recommended Children's Books to read with your child to support Social Emotional Development and Positive Approaches to Learning

- *All By Myself* by Aliko
- *Do You Want To Be My Friend?* by Eric Carle
- *Friends* by Rachel Isadora
- *I Can Do It Too!* by Karen Baicker
- *I'm Sorry* by Sam McBratney
- *I Love You The Purplest* by Barbara M. Joosse
- *The Jingle Dancer* by Cynthia Leitich Smith
- *Making Friends* by Fred Rogers
- *More, More, More! Said the Baby: 3 Love Stories* by Vera B. Williams
- *Max Cleans Up* by Rosemary Wells
- *On Mother's Lap* by Ann Herbert Scott
- *Peter's Chair* by Ezra Jack Keats
- *Thirteen Moons On Turtle's Back* by Joseph Bruchac & Jonathan London
- *Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee Curtis
- *We're Different, We're The Same* by Bobbi Jane Kates
- *When Sophie Gets Angry—Really, Really Angry...* by Molly Bang
- *Whoever You Are* by Mem Fox



The South Dakota Early Learning Guidelines

Science and Social Studies

Guide for Families

The SD Early Learning Guidelines for Science found in this guide were based on the National Science Education Standards. Science provides the perfect opportunity for children to learn about the world around them and expand their interest and curiosity for learning. This will happen as we encourage them to wonder, ask questions, predict, experiment to see if their predictions are correct, record their findings, and then reflect and draw conclusions based on the results of their findings. We also want to help children develop an understanding of and deep respect for nature and their environment. Science complements language, mathematics, and all areas of development; learning in one area strengthens the others.

Social Studies helps children learn about themselves and their role in their family and community. During the preschool years we typically start work in Social Studies with the child and his or her self-identity. Next, children learn about themselves as members of a family, and then as a member of a community. This community may be their classroom, church, or neighborhood. Our goal is that Social Studies be personally meaningful to each child.

Recommended Books to Read with your Child to Promote Science

- *Earth, Sky, Wet, Dry* by Durga Bernhard
- *In the Small, Small Pond* by Denise Fleming
- *In the Tall, Tall Grass* by Denise Fleming
- *Nuts to You* by Lois Ehlert
- *Planting a Rainbow* by Lois Ehlert
- *Some Sleep Standing Up* by Susan Stockdale
- *The Very Hungry Caterpillar* by Eric Carle

The South Dakota Early Learning Guidelines for Families Science

STANDARD 1-Science as Inquiry

As a result of their explorations and participation in simple investigations through play, children demonstrate their understanding of and ability to use scientific inquiry.

By the end of their preschool years, most children will:

- Express wonder, ask questions, and make simple predictions, such as whether an object will sink or float.
- Observe and use senses to explore materials and their environment both indoors and outdoors.
- Use simple tools and measuring devices, such as balance scales, thermometers, and rulers to explore the environment.

STANDARD 2-Physical Science

As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties, position, and motion of objects in the environment.

By the end of their preschool years, most children will:

Identify similarities and differences of objects.

- Compare and sort materials according to one or more properties.
- Explore ways to move objects, such as pushing or pulling and describe these motions.

STANDARD 3-Life Science

As a result of their explorations and participation in simple investigations through play, children develop an understanding of characteristics, life cycles, and environments of living things.

By the end of their preschool years, most children will:

- Observe and classify living things as animals or plants and use words to describe them.
- Recognize that living things, including themselves, change and grow throughout their life cycles.

STANDARD 4-Earth and Space Science

As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties of earth materials, objects in the sky, and changes in the earth and sky.

By the end of their preschool years, most children will:

- Explore the properties of earth materials, such as sand and water, through play.
- Name objects in the sky, including sun, moon, clouds, and stars.
- Recognize and describe current conditions and changes in the weather.
- Observe and describe basic changes in the seasons.

STANDARD 5-Science and Technology

As a result of their explorations and participation in simple investigations through play, children develop an understanding about science and technology and the ability to distinguish between natural objects and objects made by humans.

By the end of their preschool years, most children will:

- Identify some objects as being found in nature and others as being made by people.

STANDARD 6-Science, Environment and Society

As a result of their explorations and participation in simple investigations through play, children demonstrate an awareness of and respect for the environment and how it can be changed. Children demonstrate an understanding that people use science to explore the world and answer questions.

By the end of their preschool years, most children will:

- Demonstrate care and respect for the environment.
- Recognize ways to recycle and reuse materials.



Science

Supporting Your Child

- Ask your child open-ended questions, such as "What do you think will happen when you put this toy in the water?"
- Encourage your child to wonder and ask questions. Model your own sense of wonder.
- Allow your child to try to answer their own questions and solve their own problems by experimenting.
- Give your child opportunities to taste, touch, smell, listen to, and see a variety of objects and materials.
- Encourage your child to measure items with non-standards tools, such as paper clips or blocks, and with standard tools, such as rulers.
- Do cooking activities and talk about how the ingredients combine to make a new type of material.
- Do simple experiments, such as adding vinegar to baking soda. Investigate other mixtures using water, flour, salt, etc. and ask your child to predict what will happen each time.
- Take trips to places where your child can observe plants and animals: a pet store, playground, backyard, gardens, or the zoo.
- Play in and sort autumn leaves.

- Give your child opportunities to show respect for living things and the environment by caring for pets, respecting each other, and protecting the environment.
- Look at photos of your child as a baby and compare them to how your child looks today.
- Provide opportunities to play with sand and water outside.
- Play outside during different seasons and observe and talk about seasonal changes. Play in the leaves and snow.
- Encourage your child to dictate letters to family members as you type them on the computer if you have one available.
- Take a walk together and talk about which things are found naturally in the environment and which people have made. Keep in mind that young children may have different reasons for their conclusions; the important thing is the discussion and thinking, not the right answers.
- Encourage your child to help clean up their environment by clearing the table and picking up toys and litter.

Gardening Together

Plant seeds indoors or outside with your child. Allow your child to water the seeds with your guidance. Measure the plants as they grow and keep track of the growth on a calendar

The South Dakota Early Learning Guidelines for Families Social Studies

STANDARD 1-Families/Cultures

Through their explorations, play, and social interactions children demonstrate an understanding of self, families, and cultures.

By the end of their preschool years, most children will:

- Identify themselves as individuals and as belonging to a family.
- Describe what a family is and roles that family members can play.
- Share family traditions and daily routines and demonstrate interest in learning about the traditions of others.
- Demonstrate understanding that there are diverse families and cultures and all have value.

STANDARD 2-Community/Civics

Through their explorations, play, and social interactions children demonstrate an understanding of what it means to be a participating member of groups and communities.

By the end of their preschool years, most children will:

- Demonstrate respect for the thoughts and opinions of others, even when different from their own.
- Take responsibility for simple tasks that contribute to the well being of the group or family.

STANDARD 3-History/Time

Through their explorations, play, and social interactions children demonstrate an understanding of the passage of time and how the past influences their future.

By the end of their preschool years, most children will:

- Describe past, current and future events.
- Describe their day and coming activities in terms of daily routines (first we..., then we...).
- Share stories or pictures about themselves in the past.

STANDARD 4-Geography/Places, People, and Environments

Through their explorations, play, and social interactions children demonstrate an awareness of their physical environment and its impact on daily living.

By the end of their preschool years, most children will:

- Describe where they live and where others live in relationship to them.
- Identify various living environments, such as farm, ranch, city, town, and country.
- Describe familiar places in their environment, such as a house, classroom, park, lake, or river.
- Draw or build representations of familiar places with a variety of materials.
- Identify various weather conditions and seasons and how they affect what we wear and what we do.
- Name natural resources, such as water, soil, clean air, and trees, describe how they help us, and how we can be good stewards of the environment.

STANDARD 5-Economics

Through their explorations, play, and social interactions children demonstrate an understanding of how people work together to grow, produce, distribute, and consume goods and services that meet their wants and needs.

By the end of their preschool years, most children will:

- Identify several community helpers and the services they provide.
- Describe sources of familiar foods, such as milk, apples, and eggs.
- Express knowledge that money can be used to purchase goods.
- Demonstrate understanding that people work to earn money to provide for their families and buy what they need.

Recommended Books to Read with your Child to Promote Social Studies

- *All The Colors Of The Earth* by Sheila Hamanaka
- *Apple Pie Fourth Of July* by Janet S. Wong
- *Back To School* by Maya Ajmera
- *Bein' With You This Way* by W. Nikola-Lisa
- *Career Day* by Anne Rockwell
- *How To Make An Apple Pie And See The World* by Marjorie Priceman
- *Families* by Ann Morris and *Families Are Different* by Nina Pellegrini

Social Studies

Supporting Your Child

- Talk about what makes a family and what it means to be a good family member.
- Share stories about your culture, family traditions, and beliefs with your child.
- Share your pleasant childhood memories. Use words such as past, present, and future in your conversations.
- Prepare family recipes together.
- Encourage your child to draw pictures of your family. Write family names next to the pictures.
- Involve your child in helping others, such as making cards for elderly in the community.
- Encourage your child to retell stories you have read, including a beginning, middle and end.
- When playing outside point out things that are over, under, up, down, near and far.
- Take walks around the neighborhood to look at buildings, houses, schools, parks, playgrounds or other features. Observe different types of homes and/or apartments in the neighborhood.
- Take your child to visit a market, restaurant, bakery, post office, library, home, or other buildings.
- Make a map of your home and street or other nearby area.

- Show your child pictures and books about various geographic places. Point out interesting items, such as bridges, buildings, hills, woods, lakes, and roads.
- Observe and talk about what we wear during different seasons and how the temperature changes.
- Discuss how people work and get jobs in order to earn money to provide for their family. Talk about jobs people in your family have.
- Talk about how people in your community serve your family and society, such as police, fire fighters, store clerk, doctors, and dentists.
- As you prepare meals, talk about where food comes from, such as milk and fruit.

Making a Family Book

Together, make a family book, using a small photo album or a few sheets of paper stapled together. Use photographs of family members. If possible start with a picture of one of your family members as a baby, a young child, and then a current picture. Write simple words under each picture such as:

This is mom as a baby.

This is mom when she was 3.

This is mom now.

This is Ted as a baby.

This is Ted now.

This is our family - The Brooks family.

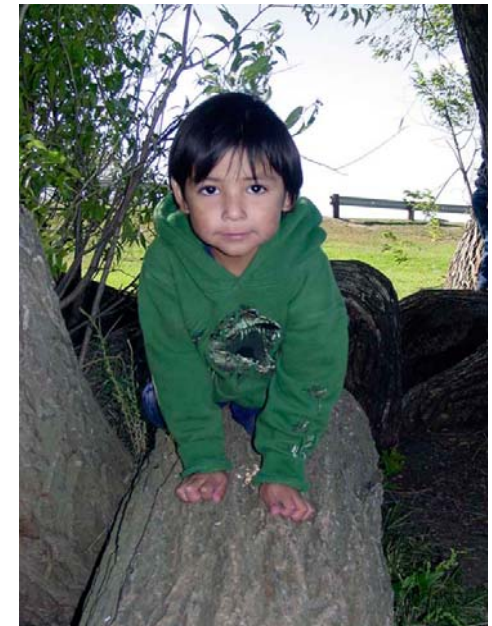
The South Dakota Early Learning Guidelines

The Creative Arts and Health and Physical Development

Guide for Families

The Creative Arts provide an avenue for children to express their own ideas, feelings and thoughts. Through the arts, children can find enjoyment in creating with a variety of materials, listening to and playing music, moving creatively, and engaging in dramatic play. Children's self-esteem increases as they participate in arts activities that encourage them to explore and create. Research shows that when we give children opportunities to be creative with open-ended materials, their creativity blossoms. Asking children to simply fill in coloring book pages does not foster this creativity. It is the process children go through as they create their art that is more important than the final product they produce. We also want to help children develop an appreciation for the arts. This appreciation can broaden their perspective of the world. The arts can help children gain greater understanding and appreciation for diverse cultures, as well as their own.

Research has demonstrated that Health and Physical Development contribute to all areas of children's development. Healthy, well-nourished children are far better able to take advantage of learning opportunities. Good health and physical well being also bring joy to children's lives. The preschool years are an important time to help children develop healthy attitudes and habits toward food and exercise, which can last a lifetime. Preschoolers can also learn basic safety practices that will help to keep them safe as they encounter new situations.



The South Dakota Early Learning Guidelines for Families

The Creative Arts

STANDARD 1-Visual Arts

Children use a variety of art materials for enjoyment and self-expression and demonstrate an appreciation for art.

By the end of their preschool years, most children will:

- Use a variety of materials for constructing, painting, drawing, and sculpting.
- Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design.
- Show appreciation for a variety of artwork, including that of their own culture and community, as well as others.

STANDARD 2-Music

Children engage in a variety of musical activities for enjoyment and self-expression and demonstrate an appreciation for music.

By the end of their preschool years, most children will:

- Show enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.
- Show appreciation for a variety of music, including that of their own culture and community, as well as others.

STANDARD 3-Creative Movement

Children engage in a variety of creative movement activities for enjoyment and self-expression and demonstrate an appreciation for various forms of expressive movement.

By the end of their preschool years, most children will:

- Participate in a variety of creative movement experiences, which could include dance and rhythmic activities.
- Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.
- Show appreciation for a variety of expressive movement, including that of their own culture and community, as well as others.

STANDARD 4-Dramatic Play

Children engage in pretend play for enjoyment and self-expression and demonstrate an appreciation for various forms of dramatic expression.

By the end of their preschool years, most children will:

- Use words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.
- Use materials and props to represent objects in creative play.
- Show appreciation for a variety of dramatic experiences from their own culture and community, as well as others, including storytelling, puppetry, and theater.

Recommended Books to Read with your Child to Promote the Creative Arts

- *Color Farm* by Lois Ehlert
- *The Colors Of Us* by Karen Katz
- *Color Zoo* by Lois Ehlert
- *Little Blue and Little Yellow* by Leo Lionni
- *White Rabbit's Color Book* by Alan Baker
- *Mary Had a Little Lamb* by Iza Trapani
- *Quick As A Cricket* by Audrey & Don Wood
- *Have You Seen My Duckling?* by Nancy Tafuri
- *Rogers and Hammerstein's My Favorite Things* illustrated by Renee Graff
- *Over the River and Through the Woods* by Lydia Maria Child
- *The Itsy, Bitsy Spider* by Iza Trapani
- *Twinkle, Twinkle Little Star* by Iza Trapani
- *We All Sing With The Same Voice* by J. Philip Miller & Sheppard M. Greene
- *What a Wonderful World* by George Weiss and Bob Thiele
- *The Wheels On The Bus* by Raffi

The Creative Arts

Supporting Your Child

- Provide a variety of materials your child can use for drawing, painting, and constructing.
- Encourage creativity by setting aside time when your child can use paper, crayons, and other art materials.
- As your child is working, ask about the artwork being created, the colors being used, shapes, and what is being communicated through the art.
- Hang your child's artwork on the refrigerator, doors, or hallways to show your respect for the work and efforts.
- Sing together as you work, drive, and play both inside and outside. Teach favorite songs from your childhood and songs with easy, repetitive refrains like *Row, Row, Row Your Boat*.
- Play CDs or tapes of enjoyable children's music and sing along together.
- Provide pots, pans, spoons, and other household materials your child can use as instruments to beat out a rhythm or play along with a song.
- Share music you like and talk about what you like about the music.

- Encourage your child to clap, tap toes, and pat knees in time with music.
- Together clap out the sounds in your child's name, such as "Tom - my". This will also help with phonemic awareness.
- Encourage your child to move or dance along with music. Play moving games such as the *Hokey Pokey*.
- Take trips to local plays, puppet shows, or other cultural events geared toward children.
- Invite your child to play by taking on other roles, such as a mom, dad, store clerk, baker, etc. Encourage the use of imagination by suggesting using one thing to stand for another, such as using a box for a doll bed.

Art Studio

Set aside a place where your child can be creative with a variety of art materials. You can store paper, pencils, washable markers and crayons, and other art materials in a small plastic container, on a shelf, or a child sized table. You could hang pictures from a calendar, postcards, or other pictures in the area. Consider putting a piece of your child's artwork in a picture frame in the area.

The South Dakota Early Learning Guidelines for Families Health and Physical Development

STANDARD 1-Health and Safety

Children demonstrate healthy habits and safe practices.

By the end of their preschool years, most children will:

- Recognize and identify nutritious foods.
- Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, dressing, and eating.
- Know how and when to alert adults to dangerous situations.
- Recognize basic safety symbols, including stop signs, red lights, and poison symbols.
- Follow street, vehicle, and bike safety rules, such as looking both ways before crossing, and using car safety seats and bike helmets.
- Know how to respond safely in emergency situations, such as a fire or tornado, and in the presence of strangers or dangerous objects.

STANDARD 2-Gross Motor

Children engage in play and movement to develop gross (large) motor skills.

By the end of their preschool years, most children will:

- Participate in play and movement activities and describe how physical activity contributes to their overall health ("Exercise helps make me strong!").
- Demonstrate loco-motor skills by walking, running, hopping, galloping, marching, and climbing.
- Demonstrate stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.
- Demonstrate increasing coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.

STANDARD 3-Fine Motor

Children engage in play and interesting experiences to develop fine (small) motor skills.

By the end of their preschool years, most children will:

- Participate in play and movement activities that enhance fine motor development.
- Demonstrate eye-hand coordination through activities such as stringing large beads and completing simple puzzles.
- Practice self-help skills, such as buttoning, zipping, and snapping.
- Display strength and control while using a variety of manipulative materials including scissors, pencils, crayons, small toys and connecting blocks.

Recommended Books to Read with your Child to Promote Health and Physical Development

- *Arthur's Eyes* by Marc Brown
- *Eating Right* by Helen Frost
- *From Head To Toe* by Eric Carle
- *Full, Full, Full Of Love* by Trish Cooke
- *How Do I Put It On?* by Shiego Watanabe
- *Lunch* by Denise Fleming
- *Stop, Go, Word Bird* by Jane Belk Moncure
- *Red Light, Green Light* by Margaret Wise Brown
- *The Berenstain Bears Learn About Strangers* by Stan and Jen Berenstain
- *Bread, Bread, Bread* by Ann Morris
- *Feast for Ten* by Cathryn Falwell
- *From the Garden* by Michael Dahl
- *Going to the Dentist* by Fred Rogers
- *I Read Signs* by Tana Hoban
- *My Food, Mi Comida* by Rebecca Emberly
- *Stop, Look, and Listen for Trains* by Dorothy Chlad
- *When I Cross the Street* by Dorothy Chlad

A Walk in the Park

Plan some type of physical activity with your child each week, or several times a week if possible. Habits children start early in life are easier to maintain. If children are in the habit of walking, biking, or doing other types of exercise, it can become a routine they keep and can make a real difference in their overall health throughout life. So consider making a weekly date to take a bike ride, dance or move together, exercise, or take a Sunday walk in the park!

Health & Physical Development

Supporting Your Child

- Prepare healthy snacks and meals with your child. Try a wide variety of nutritious foods. Offer new foods many times.
- Prepare healthy drinks for snacks, such as smoothies made by blending yogurt, apple juice, banana, and other fruit you enjoy.
- Talk with your child about which foods are healthy choices and which foods are not healthy.
- Provide opportunities during snacks and meals to practice pouring, using utensils, and serving food.
- Point out safety signs and symbols in the environment and discuss what they mean.
- Discuss the importance of wearing bike helmets and using car safety seats.
- Practice looking both ways and using the crosswalk when crossing the street.
- Establish a fire escape plan for your family. Practice occasionally, helping your child feel calm and secure; emphasizing that there is no need to worry in case of emergency because they have practiced what they should do. Go to www.redcross.org for more information on safety and disaster plans.
- Talk with child about avoiding dangerous objects, such as guns, knives, matches, and fireworks.
- Talk with your child about the dangers of playing in cars, old appliances, trunks, or other dangerous areas.
- Advise your child to never leave with someone they don't know unless you have approved. Teach them to call out, "This is not my mom," or "This is not my dad" if someone tries to take them.
- Help your child develop balance by walking on sidewalk cracks and chalk lines on the ground.
- Practice standing on one foot for 5 seconds.
- Encourage your child to stretch, bend, twist, and turn. Pretend to be trees blowing in the wind.
- Have fun throwing and kicking balls, and playing with beanbags and other objects of different shapes, weights, and sizes.
- Take walks together, changing pace occasionally.
- Provide opportunities for your child to develop fine motor skills, such as playing with puzzles, pegboards, large beads for stringing, and small blocks, such as Duplos.
- Provide dress up clothes, dolls, and doll clothes for buttoning, zipping and snapping.
- Set up an art and writing area with crayons, washable markers, chalk, scissors, and other art and writing tools.
- Help your child practice dressing, buttoning, snapping, and zippering.