

Pathways to Positive Outcomes



Growing Great Kids™

for Preschoolers

Alignment

with the

**Head Start Early
Learning Outcomes
Framework**

March 2017

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Growing Great Kids™ for Preschoolers 3 to 5 Years Overview

The Growing Great Kids™ Preschool Curriculum (GGK™) supports the development of the child through the growth of the Parent-Child Relationship. The focus is on building a secure attachment relationship and through that focus, growth in all other developmental domains is supported. GGK™ supports the attachment process by encouraging positive parent-child interactions with the use of strength-based language and strategies.

This transformative, skill-driven curriculum provides practitioners with research-based, strength-based, and solution-focused “Home Visit Conversation Guides” for engaging parents, cultivating secure attachments, and bolstering child development, while building parenting, family strengthening and other essential life skills with parents who themselves may have experienced childhood adversity and other traumatic events. GGK™ builds Home Visitor competencies for: nurturing parental resiliency; advancing individual and family functioning; reducing a child’s exposure to toxic stress; nurturing parents’ problem-solving skills; strengthening the families’ support networks; and enabling parents to construct protective buffers around their children.

GGK™ for Preschoolers has a strong emphasis on providing parents, caregivers, and preschool teachers with tools for teaching children to self-regulate, to be respectful of others, to think creatively, to solve problems and to concentrate.

GGK™ and all of its components are designed to be used by the Home Visitor as a companion tool for the program model they are implementing with participating families. The curriculum is one facet of a multi-component program. Other components of the program may include goal setting, developmental screenings, case management, community service resource networking, or parent workshops. The curriculum is structured to provide support to these other model-specific, program components. For example, a Home Visitor might use the GGF Growing Goals conversation guide to support the family in exploring and identifying goals and then building steps to accomplish those goals. The child development activities are used to support the developmental screenings by highlighting areas of concern and providing activities to enhance these areas. The curriculum enriches the program through its emphasis on growing the attachment relationship, exploring with parents how to reduce toxic stress in their homes and building critical parenting and life skills with the families enrolled.

This document is designed to guide programs as they make connections between GGK™ and the Head Start Early Learning Outcomes Framework (ELOF). This GGK™ alignment crosswalk will help to guide effective learning experiences that support important early learning in all five of the ELOF domains. Programs can use this crosswalk to guide their choice of learning materials, to plan daily activities, and to inform practices as they implement GGK™ to support the outcomes depicted in the Early Learning Outcomes Framework. Aligning the GGK™ materials and opportunities for play, exploration, discovery, and problem-solving with the outcomes described in the Framework will promote successful learning opportunities for all the children in your program.

The Head Start Early Learning Outcomes Framework includes seven guiding principles. The curriculum supports those fundamental principles through its relationship-based, family-centered, and emergent focus.

- **Each child is unique and can succeed.** With the emergent use of GGK™, every child’s unique developmental needs can be nurtured with parent-child activities and support for the growth of essential parenting skills.
- **Learning occurs within the context of relationships.** The play and learning activities are designed to be parent-led, providing lots of opportunities for joyful interactions between parents and their children.
- **Families are children’s first and most important caregivers, teachers, and advocates.** The secure attachment relationship is the primary focus of GGK™. By building that relationship the curriculum highlights the parent/caregiver as that first and most important first teacher for their child. GGK™ users empower parents to view themselves as their child’s “Development Specialist”.
- **Children learn best when they are emotionally and physically safe and secure.** The curriculum builds the 6 Protective Factors (Nurturing and Attachment, Social and Emotional Competence of Children, Knowledge of Parenting and Child Development, Social Supports, Parental Resilience, and Concrete Supports) to help create a positive and safe environment within the family.
- **Areas of development are integrated, and children learn many concepts and skills at the same time.** As this alignment will demonstrate, the areas of the curriculum are integrated within and across domains, recognizing that children do not develop skills in a bubble, but within and through all of their experiences.
- **Teaching must be intentional and focused on how children learn and grow.** Parents are the ultimate experts on their child’s learning and skills. In partnership, the program collaborates with the parents/caregivers to use the curriculum to meet those needs.
- **Every child has diverse strengths rooted in their family’s culture, background, language, and beliefs.** Knowing the culture, traditions, and values of the family are foundational to the work. There are several specific modules within the curriculum that support the practitioner in learning about these critical aspects of the family.

In this document, the alignment of the Growing Great Kids Prenatal to 36 Months curriculum with the Head Start Early Learning Outcomes are integrated into the five domains identified in the framework:

- **Approaches to Learning**
- **Social and Emotional Development**
- **Language and Literacy**
- **Cognition**
- **Perceptual, Motor, and Physical Development**



Growing Great Kids™ is a skill-driven Curriculum and Professional Development Certification Program for Home Visitors and their Supervisors. Certification is required to use the manuals and all corresponding Parent Handouts and Child Development Activities.

Training: Growing Great Kids™ is much more than a curriculum. It first supports the parent facilitator in the development of their skills to enhance the Parent-Child Relationship through the training process.

Tier 1 certification is a 40 hour professional development program for Home Visitors and Supervisors in which the Home Visitor is taught the use of the curriculum and how best to support a secure attachment relationship. The second phase of professional development is called Tier 2 certification. Post-training tools are provided to the program for building staff skills and confidences in the areas critical to achieving desired program outcomes. Parent facilitators continue skill building and fidelity implementation through post-training assignments and activities designed to enhance their competencies.

GGK™ **Preschool 3 to 5 years** is a comprehensive parenting, attachment, health/wellness, child development, and family strengthening curriculum. It has a primary focus on fostering the growth of secure attachment relationships, and developmentally enriched, empathic parenting, while supporting families to reduce their stress and build protective buffers for their children. The strategies used have been developed from trauma-informed research to best support families with Adverse Childhood Experiences (ACE). Through the reduction of on-going traumatic events and toxic stress, the parent is better able to focus on growing the attachment relationship with their child.

The Growing Great Families (GGF™) curriculum component supports the home visitor in skill-building with the parent in order to reduce such stressors. The GGF conversation guides provided for each home visit, motivate parents to grow their parenting skills and strengthen family foundations within the context of their values and what they want for their child. The result is competent, nurturing parents, who have confidence and hope in how they are shaping their child's future.

All curriculum components are designed to be used emergently, with prompts and "touch-backs" for assisting home visitors with integration and partnering with parents to "get what they want" from your program. GGK™ is culturally inclusive, encouraging Home Visitors to contextualize services for each family.

What distinguishes GGK™ Preschool 3 to 5 years Curriculum from other parenting and child development curricula?

- Seamless Prenatal to 5 Years delivery of parenting, child development and family strengthening program components (Growing Great Kids Prenatal to 36 Months and Growing Great Kids for Preschoolers)
- Complex concepts, such as secure attachments, parental empathy, brain science, and solution-focused skill building strategies embedded in easily understood, highly interactive guides for each home visit
- Specialized strategies for motivating highly stressed families to build skills for empathic parenting, nurturing their infants and young children, and supporting their early learning and development
- Strong emphasis on social and emotional development and nurturing self-regulation
- Continuity in service delivery through progressively introducing parents to pertinent information and building their parenting and family-life skills via trauma-informed, strength-based, solution-focused, skill-driven visits
- 6 Essential Parenting Skills or **Daily Do's** that home visitors seek to grow during each visit
- Parents are in the lead with their child's development with support to do developmentally appropriate, relationship-focused child development activities with their child during every visit
- A structure that keeps home visitors focused on the parent-child relationship and child mental health, while reducing toxic stress, and building protective factors during every home visit

- Embedded strategies aimed at advancing home visitor skills for addressing challenging circumstances with program families
- Guided modules with step-by-step, interactive questions to actively engage parents with the information and skills being presented
- Through the use of the conversation guides home visitors refrain from advice-giving as they encourage parents to share their opinions and to craft their own solutions
- Embedded strategies for supporting parents in responding empathically to the needs of their children and helping their children learn to regulate their strong emotions
- Family Values, strengths and aspirations identified by parents are used as frequent touch-backs for motivating growth and supporting child development
- Growth of essential life skills is supported within the Growing Great Families™ Curriculum component
- Inclusion of culturally-competent and father-inclusive activities, language and artwork
- Parents use items commonly found in their homes and their environments to create joyful learning experiences and to enhance the parent-child relationship



Growing Great Kids™ Preschool 3 to 5 Years Curriculum Structure

The Curriculum consists of three primary components:

1) Growing Great Kids™ Preschoolers Curriculum Manual

- a. 24 Modules with Conversation Guides
 - i. Subsections
 - ii. Parent Handouts
 - iii. Parent Learning Activities
- b. 6 Essential Parenting Skills are the foundation for building the skills that support the attachment relationship. These essential parenting skills are called the **Daily Do's**.
 - i. **E-Parenting/E-Teaching/E-Caregiving**: Becoming A Caring and Compassionate Person
 - ii. **Character Builders**: Creating the Foundation for Self-Regulation, Family Values, and Successful Social Relationships
 - iii. **Brain Builders**: Wiring the Brain For Successful Learning
 - iv. **Body Builders**: Supporting Health, Nutrition, Safety, and Physical Exercise
 - v. **Talk It Up**: Building Foundations for Language, Communication, and Literacy
 - vi. **The 4 Steps to Success**: Building Self-Esteem and A Positive Attitude Toward Learning

2) Learning Pods for 3 Year Olds

- a. 200+ child development activities
- b. 27 Learning Pods
- c. Blackline drawings

3) Learning Pods for 4 & 5 Year Olds

- a. 200+ child development activities
- b. 27 Learning Pods
- c. Blackline drawings

4) Growing Great Families™ Family Strengthening, Life Skills, and Stress Reduction Manual. The GGF™ Manual includes modules aimed at:

- a. Building strong family foundations
- b. Reducing the stress children are exposed to
- c. Cultivating the growth of protective buffers
- d. Growing communication, stress management and problem solving skills
- e. Strengthening each family's support network
- f. Includes strategies for motivating highly stressed parents to actively participate in a program striving to:
 - i. Foster the growth of secure attachment relationships and empathic parenting skills
 - ii. Optimized child development outcomes
 - iii. Strengthen families by supporting them to build protective buffers, reducing the incidence of child abuse and neglect

5) GGK™ and GGF™ Parent Handouts and Child Development Activities

- a. Parent Handouts are curriculum information given to parents as a way to enhance their learning through interactive conversations regarding the materials or information being presented, such as:
 - i. Parenting Skills and Knowledge
 - ii. Child Development Information
 - iii. Family Strengthening building blocks and strategies
 - iv. Stress Management Skills
- b. The Parent Handouts are given to parents and are a part of each family's GGK Parent Handbook. These handbooks, which families refer to during each visit, increase parents' motivation and "buy-in" to the program as they have their own materials to refer to during and following home visits.
- c. The parent-child activities also have a handout component. These handouts provide the parent with the reasons for doing the activity. For example, the activity *Tongue Twister*, is designed to stimulate early brain development and to demonstrate how babies learn from imitation. The handouts also contain step-by-step directions for the home visitor and parent to best support play and interaction opportunities.

Alignment Structure

This Head Start Early Learning Outcomes and GGK™ alignment has the domains separated into tables, which are then further broken down by Sub-domains and Goals after each goal. The GGK™ elements are separated first by module name, next listed by subsection. The subsection also includes any applicable Parent Handouts. The HS Early Learning Outcomes Developmental Progressions are on the left side of the table. On the right side of the table, you will find the corresponding GGK™ Learning Pods. The Modules, Subsections, Parent Handouts, and Learning Pods may be included in more than one Sub-Domain as they are often supporting the growth of more than one developmental domain and associated parental skill.

Emergent use of the curriculum is one of the key design elements. The GGK Curriculum is designed to enrich the program and the parent's participation in the program through its emergent use to match the family's needs, challenges, goals, interests, and strengths.



Approaches to Learning

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 1 Child manages feelings and emotions with increasing independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 1 Child manages feelings and emotions with increasing independence.

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 11 Temperaments

- Making Connections
- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy For Challenging Temperament Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don't's

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 1 Child manages feelings and emotions with increasing independence.

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 15 Advancing Your Daily Do's

- The Daily Do's in Review
 - Activity
 - Daily Do Jeopardy
- Building More Daily Do's Skills
- Acknowledge Your Own Success As A Parent/Teacher/Caregiver
 - Handout
 - Outstanding Performance

Module 19 Father Changes Outcomes

- The Differences Dads/Men Make
- What Men Can Do To Support Preschool Development
 - Handout
 - "Daddyng" ...How To Score Big

Module 20 Discipline vs. Punishment...Internal vs. External Control

- What is Discipline? What is Punishment?
 - Handout
 - Discipline...Punishment: You Choose
- Benefits of Internal Control...Disadvantages of External Controls
- How To Teach Children Internal Controls and Self-Regulation
 - Handout
 - Building Blocks for Self-Discipline

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 1 Child manages feelings and emotions with increasing independence.

Module 22 E-Discipline: Disciplining with E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video Positive Discipline Without Shaking, Shouting, or Spanking
- How to Say “No” Without Actually Saying “No”
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do TO Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bully’s Come From?

Growing Great Families

Protecting Your Children From Toxic Stress

- Making Connections
- Types of Stress And Their Effects
- Harmful Stress: Protecting Your Children From It
 - Handout
 - Types of Stress: How Children React
 - What You Can Do To Reduce Your Child’s Exposure To Toxic Stress
 - Demo
 - Bubble Brain with Stress Dots
- The Long Term Effects of Toxic Stress (Adverse Childhood Experiences)
- Parents Benefit From Reducing Toxic Stress
- Home Time

Sizing Up Your Strengths...Reducing Stress

- Making Connections
- Traits and Skills That Inspire Success
 - Handout
 - Personal Bests...Your Personal Assets
- What Are Your Stressors
 - Handout
 - The Stress Scale
- Using Your Personal Strengths To Reduce Stress
 - Handout
 - My Stress Manager
- Home Time

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 1 Child manages feelings and emotions with increasing independence.

Becoming Your Own Personal Coach

- Making Connections
- Your Personal Bests: The First Steps In Personal Coaching
- The Next Step: Developing Personal Coaching Messages
 - Handout
 - Personal Coaching Messages Worksheet
- How and When To Use My Personal Coaching Messages
- Pairing Self-Talk With Positive Actions
- Home Time

Warning Signs For Stress Overload

- Making Connections
- Warning Signs: What Are They?
 - Handout
 - HEAT: The Warning Signs
- Reducing The Heat
 - Handout
 - Dialing Down the HEAT
 - My Stress Manager for Reducing The HEAT

Discipline and Punishment: What is The Difference?

Subsections

- What is Discipline? What is Punishment?
- Your Own Experiences With Discipline and Punishment

Discipline: Strategies For Growing Self-Regulation

Subsections

- What About "Spoiling" Kids?
- Routines and Limit Setting
- E-Discipline and Redirection
 - Handout
 - E-Discipline Parenting Tool
- Discipline Supports Self-Regulation
 - Handout
 - Tips For Teaching Crawlers and Toddlers Self-Regulation
 - Tips For Growing Self-Regulation in Preschoolers
 - Activity
 - Practicing E-Discipline, Limit Setting and Redirection

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 1 Child manages feelings and emotions with increasing independence.

Discipline: “Dial It Down Time” and Spanking

Subsections

- More About Discipline and Self-Regulation
 - Handout
 - 10 Tips for Teaching Self-Regulation (Internal Controls)
- Helping Kids Learn Internal Controls With “Dial It Down Time”
 - Handout
 - Dial it Down Time...Step by Step
- Why Spanking Does Not Work
 - Handout
- Hitting, Spanking, Shaking: Why It Won’t Get You What You Want

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 1 Child manages feelings and emotions with increasing independence.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	<p>Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p>	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> ● Pod 1 - I Know My Name ● Pod 1 - In The Hoop ● Pod 2 - About Rules ● Pod 2 - Simon Says ● Pod 3 - Marching Orders ● Pod 5 - Feeling Faces ● Pod 6 - Getting Fish To Market ● Pod 7 - Empathy Treasure Hunt ● Pod 8 - Animal Musical Chairs ● Pod 9 - About Feelings ● Pod 9 - Happy and Sad Plates ● Pod 9 - How Are You Feeling? ● Pod 9 - Puzzle Partners ● Pod 10 - No More Monsters In The Closet ● Pod 11 - Skippity-Do-Dah...Top to Bottom ● Pod 12 - Seeing With Our Hands ● Pod 13 - Play-Dough Ice Cream Party ● Pod 15 - Reach For The Sky ● Pod 17 - Feeling Forecast ● Pod 18 - Catch The Worm's Tail ● Pod 23 - Rainbow of Color ● Pod 24 - About Weather ● Pod 24 - Sunny and Rainy Day Kangaroos ● Pod 25 - Gifts Galore ● Pod 26 - Tic-Tac-Toe Shape Board ● Pod 27 - Feet Painting

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 1 Child manages feelings and emotions with increasing independence.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Parts Puzzles • Pod 1 - Listen Up • Pod 2 – About Rules • Pod 2 – Counting Counts • Pod 3 – Family Vacation • Pod 3 – Kiddy Chores • Pod 4 – Safety on The Go • Pod 4 – I Like to Listen • Pod 4 – Ball Skills Stations • Pod 4 – Who is the Owner? • Pod 6 – To Market...To Market • Pod 7 – Sizing Up Fruits and Vegetable • Pod 7 – Color Corners • Pod 7 – Eggshell Gardening • Pod 8 – Kangaroo Rock Jumping • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 9 – A Feeling Thermometer • Pod 9 – My Favorite Color • Pod 10 – Adding and Subtracting Stars • Pod 10 – Colored Salt Cloud Designs • Pod 11 – Preschool Chore Straws • Pod 12 – P is for Policeman • Pod 12 – Texture Collages • Pod 12 – More Musical Shapes • Pod 13 – V is for Value • Pod 13 – What if I Were...? • Pod 13 – Limbo with a Twist • Pod 13 – Words Can Hurt Too! • Pod 15 – Guess the Shape • Pod 16 – Babies Need Love to Grow • Pod 16 – Alphabet Pass • Pod 17 – Room by Room

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 1 Child manages feelings and emotions with increasing independence.

Head Start Indicators:

By 60 months, child:

- Expresses emotions in ways that are appropriate to the situation.
- Looks for adult assistance when emotions are most intense.
- Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 2 Child follows classroom rules and routines with increasing independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of “E” (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 2 Child follows classroom rules and routines with increasing independence.

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 2 Child follows classroom rules and routines with increasing independence.

Module 10 Dramatic Play

- What Is Dramatic Play
- What Children Learn From Dramatic Play
 - Activity
 - Emergency Rescue
 - Handout
 - Dramatic Play: Lessons Learned
 - Video Dramatic Play: More Than Playing House
- Setting Your Stage For Dramatic Play
 - Handout
- Props For Play

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

Module 15 Advancing Your Daily Do's

- The Daily Do's in Review
 - Activity
 - Daily Do Jeopardy
- Building More Daily Do's Skills
- Acknowledge Your Own Success As A Parent/Teacher/Caregiver
 - Handout
 - Outstanding Performance

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 2 Child follows classroom rules and routines with increasing independence.

Module 20 Discipline vs. Punishment...Internal vs. External Control

- What is Discipline? What is Punishment?
 - Handout
 - Discipline...Punishment: You Choose
- Benefits of Internal Control...Disadvantages of External Controls
- How To Teach Children Internal Controls and Self-Regulation
 - Handout
 - Building Blocks for Self-Discipline

Module 22 E-Discipline: Disciplining with E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video Positive Discipline Without Shaking, Shouting, or Spanking
- How to Say “No” Without Actually Saying “No”
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do TO Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bully’s Come From?

Growing Great Families

Discipline and Punishment: What is The Difference?

Subsections

- What is Discipline? What is Punishment?
- Your Own Experiences With Discipline and Punishment

Discipline: Strategies For Growing Self-Regulation

Subsections

- What About “Spoiling” Kids?
- Routines and Limit Setting
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 - Handout
 - E-Discipline Parenting Tool
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APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 2 Child follows classroom rules and routines with increasing independence.

Discipline: “Dial It Down Time” and Spanking

Subsections

- More About Discipline and Self-Regulation
 - Handout
 - 10 Tips for Teaching Self-Regulation (Internal Controls)
- Helping Kids Learn Internal Controls With “Dial It Down Time”
 - Handout
 - Dial it Down Time...Step by Step
- Why Spanking Does Not Work
 - Handout

Hitting, Spanking, Shaking: Why It Won't Get You What You Want

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 2 Child follows classroom rules and routines with increasing independence.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> ● Pod 1-Dotted Circles ● Pod 1- In The- Hoop ● Pod 2- About Rules ● Pod 2- name Spotters ● Pod 2- Simon Says ● Pod 3- Marching Orders ● Pod 3- Miss and Mr. Manners ● Pod 4- Splish Splash Personal Hygiene ● Pod 4 – Fancy Footwork ● Pod 5- Wind Chimes ● Pod 5- Beach Ball Toss ● Pod 6- We are Creatures of the Sea ● Pod 7- Fruity Directions ● Pod 11- Go For’s ● Pod 12- About Textures ● Pod 14- Musical Trees ● Pod 17- Corn Crop ● Pod 18-Catch the Worm ● Pod 19- Telephone Number Hop-Scotch ● Pod 20- Under And On Top of Collage ● Pod 21- All Aboard ● Pod 23- Ribbon Birds ● Pod 25- iHola Pinata ● Pod 26- About Food And Food Preparation ● Pod 27- 7 Caps And Cans

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *Emotional and Behavioral Self-Regulation*

Goal P – ATL 2 Child follows classroom rules and routines with increasing independence.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – One-Of-A-Kind Fingerprints • Pod 1 – Spiderweb Yarn Toss • Pod 1 – Listen Up • Pod 1 – Balloon Blast • Pod 2 – About Rules • Pod 2 – Counting Counts • Pod 3 – Snip-Snap Scissors Skills • Pod 4 – I Like to Listen • Pod 6 – Flip-Flop Parachute • Pod 9 – Musical Chair Emotions • Pod 10 – Evening Routines • Pod 12 – Peanut Gallery • Pod 15 – Follow the Raindrops • Pod 17 – Houses by the Number • Pod 25 – “Pass the Present” Good Manners • Pod 27 – Listen and Watch Closely • Pod 27 – “Good Sport” Relay Race

Head Start Indicators:

By 60 months, child:

- Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.
- Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.
- Responds to signals when transitioning from one activity to another.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 3 Child appropriately handles and takes care of classroom materials

Growing Great Kids for Preschoolers 3 to 5 Years

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

Module 20 Discipline vs. Punishment...Internal vs. External Control

- What is Discipline? What is Punishment?
 - Handout
 - Discipline...Punishment: You Choose
- Benefits of Internal Control...Disadvantages of External Controls
- How To Teach Children Internal Controls and Self-Regulation
 - Handout
 - Building Blocks for Self-Discipline

Module 22 E-Discipline: Disciplining with E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video Positive Discipline Without Shaking, Shouting, or Spanking
- How to Say “No” Without Actually Saying “No”
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do TO Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bully’s Come From?

APPROACHES TO LEARNING DOMAIN

Sub-Domain: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Goal P – ATL 3 Child appropriately handles and takes care of classroom materials

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Handles classroom materials, such as putting them where they belong, with adult support.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Green Art on the Line • Pod 1 - Dotted Circles • Pod 4 – A is for Apples • Pod 4 – Splish Splash Personal Hygiene • Pod 4 Nuts and Bolts • Pod 4 – Fancy Footwork • Pod 5 – Downhill Movement • Pod 6 – About Sea Creatures • Pod 6 - Musical Shapes • Pod 6 – Floating Fish • Pod 7 – Fruit Trees • Pod 9 _ Friendship Necklace • Pod 10 – Day and Night Skies • Pod 11 – Traffic Colors • Pod 12- Seeing With Other Hands • Pod 12 – Big Helpers • Pod 13 – P is for Parrot • Pod 13 – Play Dough Ice Cream Party • Pod 14 – Dancing With Bubbles • Pod 15 – About Water Exploration • Pod 15 – Properties of Water • Pod 16 – Triangle and Circle Kites • Pod 16 – Flower Boxes • Pod 18 – Good Helpers • Pod 19 – Size Matters • Pod 20 – Clothes Spin Play • Pod 22 – Calling All Calendars • Pod 23 – Eating Like a Bird • Pod 24 – Have a Ball • Pod 24 – Putting Things in Order • Pod 25 – About Culture and Holidays • Pod 26 – Self Care Items • Pod 27 – Feet Painting

APPROACHES TO LEARNING DOMAIN

Sub-Domain: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Goal P – ATL 3 Child appropriately handles and takes care of classroom materials

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Listen Up • Pod 2 – About Rules • Pod 2 – Clean Up Time • Pod 3 – Snip-Snap Scissors Skills • Pod 4 – Nuts and Bolts • Pod 4 – Matching and Sorting Laundry • Pod 5 – Right Shoe...Left Shoe • Pod 7 – About Fruits and Vegetables • Pod 7 – Lemon Baskets • Pod 8 – Natural Habitats • Pod 8 – Letter B.I.N.G.O • Pod 10 – Sun and Moon...Where Should You Be? • Pod 11 – Preschool Chore Straws • Pod 11 – Clean Up Time • Pod 12 – Texture Collages • Pod 13 – Opposites • Pod 14 – About Trees • Pod 15 – Does It Sink or Float? • Pod 15 – Follow the Raindrops • Pod 16 – About Things that Grow • Pod 17 – Room by Room • Pod 21 – Transportation Mobiles • Pod 22 – Calendars and Birthday Wall Display • Pod 23 – About Birds • Pod 23- Apposite Action • Pod 23 – Ice Cube Tray Shape Puzzles • Pod 24 – Under and Above My Umbrella • Pod 25 – “Pass the Present” Good Manners • Pod 27 – H is for Heart • Pod 27 – “Good Sport” Relay Race • Pod 27 – “They Come in Pairs” Collage

Head Start Indicators:

By 60 months, child:

- Appropriately handles materials during activities.
- Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: Emotional and Behavioral Self-Regulation

Goal P – ATL 4: Child manages actions, words, and behavior with increasing independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of “E” (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

APPROACHES TO LEARNING DOMAIN

Sub-Domain: Emotional and Behavioral Self-Regulation

Goal P – ATL 4: Child manages actions, words, and behavior with increasing independence.

Module 8 Cultivating Strong Self-Esteem

Strong Self-Esteem: An Investment Worth Making Now

- Handout
 - Self-Esteem Boosters
- Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
- Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 11 Temperaments

- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy for Challenging Temperament-Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don'ts

APPROACHES TO LEARNING DOMAIN

Sub-Domain: Emotional and Behavioral Self-Regulation

Goal P – ATL 4: Child manages actions, words, and behavior with increasing independence.

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Growing Great Families

Protecting Your Children From Toxic Stress

- Making Connections
- Types of Stress And Their Effects
- Harmful Stress: Protecting Your Children From It
 - Handout
 - Types of Stress: How Children React
 - What You Can Do To Reduce Your Child’s Exposure To Toxic Stress
 - Demo
 - Bubble Brain with Stress Dots
- The Long Term Effects of Toxic Stress (Adverse Childhood Experiences)
- Parents Benefit From Reducing Toxic Stress
- Home Time

Sizing Up Your Strengths...Reducing Stress

- Making Connections
- Traits and Skills That Inspire Success
 - Handout
 - Personal Bests...Your Personal Assets
- What Are Your Stressors
 - Handout
 - The Stress Scale
- Using Your Personal Strengths To Reduce Stress
 - Handout
 - My Stress Manager
- Home Time

APPROACHES TO LEARNING DOMAIN

Sub-Domain: Emotional and Behavioral Self-Regulation

Goal P – ATL 4: Child manages actions, words, and behavior with increasing independence.

Becoming Your Own Personal Coach

- Making Connections
- Your Personal Bests: The First Steps In Personal Coaching
- The Next Step: Developing Personal Coaching Messages
 - Handout
 - Personal Coaching Messages Worksheet
- How and When To Use My Personal Coaching Messages
- Pairing Self-Talk With Positive Actions
- Home Time

Warning Signs For Stress Overload

- Making Connections
- Warning Signs: What Are They?
 - Handout
 - HEAT: The Warning Signs
- Reducing The Heat
 - Handout
 - Dialing Down the HEAT
 - My Stress Manager for Reducing The HEAT

Discipline and Punishment: What is The Difference?

Subsections

- What is Discipline? What is Punishment?
- Your Own Experiences With Discipline and Punishment

Discipline: Strategies For Growing Self-Regulation

Subsections

- What About "Spoiling" Kids?
- Routines and Limit Setting
- E-Discipline and Redirection
 - Handout
 - E-Discipline Parenting Tool
- Discipline Supports Self-Regulation
 - Handout
 - Tips For Teaching Crawlers and Toddlers Self-Regulation
 - Tips For Growing Self-Regulation in Preschoolers
 - Activity
 - Practicing E-Discipline, Limit Setting and Redirection

APPROACHES TO LEARNING DOMAIN

Sub-Domain: Emotional and Behavioral Self-Regulation
 Goal P – ATL 4: Child manages actions, words, and behavior with increasing independence.

Discipline: “Dial It Down Time” and Spanking

Subsections

- More About Discipline and Self-Regulation
 - Handout
 - 10 Tips for Teaching Self-Regulation (Internal Controls)
- Helping Kids Learn Internal Controls With “Dial It Down Time”
 - Handout
 - Dial it Down Time...Step by Step
- Why Spanking Does Not Work
 - Handout
- Hitting, Spanking, Shaking: Why It Won’t Get You What You Want

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – I Know My Name • Pod 1 – In the Hoop • Pod 3 – Marching Orders • Pod 4 – The Friendly Space • Pod 5 – Bag It Dough Rings • Pod 6 – Getting Fish To Market • Pod 7 – Empathy Treasure Hunt • Pod 8 – Animal Musical Chairs • Pod 9 – Friendship Necklace • Pod 9 – Puzzle Partners • Pod 11 – Skippity-Do-Day...Top To Bottom • Pod 12 – Seeing With Other Hands • Pod 13 – Play Dough Ice Cream Party • Pod 15 – Reach For The Sky • Pod 17 – Color Swat • Pod 18 – About Respect and Manners • Pod 19 – The Waiting Song • Pod 23 – Rainbow of Color • Pod 24 – About Weather • Pod 24 – Sunny and Rainy Day Kangaroos • Pod 24 – Shadow Tag • Pod 25 – Gifts Galore! • Pod 27 – Feet Painting

APPROACHES TO LEARNING DOMAIN

Sub-Domain: Emotional and Behavioral Self-Regulation
 Goal P – ATL 4: Child manages actions, words, and behavior with increasing independence.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Manages own actions, words, and behavior with occasional support from adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – One-Of-A-Kind Fingerprints • Pod 2 – About Rules • Pod 2 – Counting Counts • Pod 4 – Ball Skills Stations • Pod 6 – To Market...To Market • Pod 7 – Sizing Up Fruits and Vegetables • Pod 7 – Color Corners • Pod 8 – Kangaroo Rock Jumping • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 9 – A Feeling Thermometer • Pod 10 – Adding and Subtracting Stars • Pod 12 – P is for Policeman • Pod 12 – Texture Collages • Pod 13 – What If I Were...? • Pod 13 – Limbo with A Twist • Pod 15 – Guess the Shape • Pod 16 – Alphabet Pass • Pod 17 – Room by Room • Pod 17 – Touching Colors • Pod 19 – About Keeping Me Safe • Pod 20 – Jumping Jacks • Pod 21 – All Aboard the Color Train • Pod 21 – Driving with my Buddy • Pod 22 – What Time Is It, Mr./Ms. Clock? • Pod 22 - Wait A Second...Wait A Minute • Pod 22 – Craft Stick Puppet Heroes • Pod 22 – About Weather • Pod 26 – Patterned Snack Sticks • Pod 26 – Animal Charades

APPROACHES TO LEARNING DOMAIN

Sub-Domain: Emotional and Behavioral Self-Regulation

Goal P – ATL 4: Child manages actions, words, and behavior with increasing independence.

Head Start Indicators:

By 60 months, child:

- Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.
- Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.
- Waits for turn, such as waits in line to wash hands or waits for turn on swings.
- Refrains from aggressive behavior towards others.
- Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Goal P – ATL 5: Child demonstrates an increasing ability to control impulses.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing The Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skill Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank On Me
- Daily Do's Payoffs

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

APPROACHES TO LEARNING DOMAIN

Sub-Domain: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Goal P – ATL 5: Child demonstrates an increasing ability to control impulses.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 5: Child demonstrates an increasing ability to control impulses.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 11 Temperaments

- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy for Challenging Temperament-Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don't's

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 19 Fathering Changes Outcomes

- The Differences Dads/Men Make
- What Men Can Do To Support Preschool Development
 - Handout
 - Daddying...How To Score Big
- Involving Men in Daycare, Residential and Preschool Settings
 - Handout
 - Getting More Men Into Your Preschool/Childcare Center
- Practicing GGK Learning Pod Activities
 - Handout
 - Playback: GGK Learning Pod Play Review
 - Activity
 - Floating The Fishes
 - In the Hoop

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 5: Child demonstrates an increasing ability to control impulses.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 20 Discipline vs. Punishment...Internal vs. External Control

- What is Discipline? What is Punishment?
 - Handout
 - Discipline...Punishment: You Choose
- Benefits of Internal Control...Disadvantages of External Controls
- How To Teach Children Internal Controls and Self-Regulation
 - Handout
 - Building Blocks for Self-Discipline

Module 22 E-Discipline: Disciplining with E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video Positive Discipline Without Shaking, Shouting, or Spanking
- How to Say “No” Without Actually Saying “No”
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do TO Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline

Growing Great Families

Protecting Your Children From Toxic Stress

- Making Connections
- Types of Stress And Their Effects
- Harmful Stress: Protecting Your Children From It
 - Handout
 - Types of Stress: How Children React
 - What You Can Do To Reduce Your Child’s Exposure To Toxic Stress
 - Demo
 - Bubble Brain with Stress Dots
- The Long Term Effects of Toxic Stress (Adverse Childhood Experiences)
- Parents Benefit From Reducing Toxic Stress
- Home Time

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 5: Child demonstrates an increasing ability to control impulses.

Growing Great Kids for Preschoolers 3 to 5 Years

Sizing Up Your Strengths...Reducing Stress

- Making Connections
- Traits and Skills That Inspire Success
 - Handout
 - Personal Bests...Your Personal Assets
- What Are Your Stressors
 - Handout
 - The Stress Scale
- Using Your Personal Strengths To Reduce Stress
 - Handout
 - My Stress Manager
- Home Time

Becoming Your Own Personal Coach

- Making Connections
- Your Personal Bests: The First Steps In Personal Coaching
- The Next Step: Developing Personal Coaching Messages
 - Handout
 - Personal Coaching Messages Worksheet
- How and When To Use My Personal Coaching Messages
- Pairing Self-Talk With Positive Actions
- Home Time

Warning Signs For Stress Overload

- Making Connections
- Warning Signs: What Are They?
 - Handout
 - HEAT: The Warning Signs
- Reducing The Heat
 - Handout
 - Dialing Down the HEAT
 - My Stress Manager for Reducing The HEAT

Discipline and Punishment: What is The Difference?

Subsections

- What is Discipline? What is Punishment?
- Your Own Experiences With Discipline and Punishment

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 5: Child demonstrates an increasing ability to control impulses.

Growing Great Kids for Preschoolers 3 to 5 Years

Discipline: Strategies For Growing Self-Regulation

Subsections

- What About "Spoiling" Kids?
- Routines and Limit Setting
- E-Discipline and Redirection
 - Handout
 - E-Discipline Parenting Tool
- Discipline Supports Self-Regulation
 - Handout
 - Tips For Teaching Crawlers and Toddlers Self-Regulation
 - Tips For Growing Self-Regulation in Preschoolers
 - Activity
 - Practicing E-Discipline, Limit Setting and Redirection

Discipline: "Dial It Down Time" and Spanking

Subsections

- More About Discipline and Self-Regulation
 - Handout
 - 10 Tips for Teaching Self-Regulation (Internal Controls)
- Helping Kids Learn Internal Controls With "Dial It Down Time"
 - Handout
 - Dial it Down Time...Step by Step
- Why Spanking Does Not Work
 - Handout
 - Hitting, Spanking, Shaking: Why It Won't Get You What You Want

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 5: Child demonstrates an increasing ability to control impulses.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1-I Know My Name • Pod 1- In The Hoop • Pod 2- About Rules • Pod 2- Simon Says • Pod 3 – Marching Orders • Pod 6 – Getting Fish To Market • Pod 8 – Animal Musical Chairs • Pod 12 – Skippity-Do-Dah...To to Bottom • Pod 12- Seeing With Our Hands • Pod 13 – Play Dough Ice Cream Party • Pod 15 – Reach For the Sky • Pod 17 – Color Swat • Pod 23 – Rainbow of Colors • Pod 24 – About Weather • Pod 24 – Shadow Tag • Pod 25 – Gifts Galore! • Pod 26 – Tic-Tac-Toe Shape Board • Pod 26 – Feet Painting
48-60 Months	Sometimes controls impulses independently, while at other times needs support from an adult.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1- Body Part Puzzles • Pod 1 – Listen Up • Pod 1 – Balloon Blast • Pod 2 – About Rules • Pod 2 – Counting Counts • Pod 4 – Safety on the Go • Pod 4 – Ball Skills Stations • Pod 6 – To Market...To Market • Pod 7 – Sizing Up Fruits and Vegetable • Pod 7 – Colors Corners • Pod 7 – Eggshell Gardening

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 5: Child demonstrates an increasing ability to control impulses.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Sometimes controls impulses independently, while at other times needs support from an adult.	<ul style="list-style-type: none"> • Pod 8 – Kangaroo Rock Jumping • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – A Feeling Thermometer • Pod 10 – Adding and Subtracting Stars • Pod 10 – Colored Salt Cloud Designs • Pod 12 – P Is for Policeman • Pod 12 – Texture Collages • Pod 12 – More Musical Shapes • Pod 13 – Limbo with a Twist • Pod 15 – Guess the Shape • Pod 16 – Alphabet • Pod 17 – Room by Room • Pod 17 – Touching Colors • Pod 18 – About Respect and Manners • Pod 18 – Zebra Art • Pod 19 – About Keeping Me Safe • Pod 19 – Brother Bear’s Broken Bones • Pod 19 – Pink Piggly Wiggly Pig • Pod 20 – Jumping Jacks • Pod 21 – All Aboard the Color Train • Pod 21 – Driving with My Buddy • Pod 22 – What Time Is It, Mr./Ms. Clock? • Pod 22 – Wait a Second...Wait a Minute • Pod 24 – About Weather • Pod 24 – Jump, Jump, Jump Rope • Pod 25 – N is for November • Pod 26 – Patterned Snack Sticks • Pod 26 – Animal Charades • Pod 26 – Eating by the Numbers • Pod 27 – Feet Painting

Head Start Indicators:

- Delays having desires met, such as agreeing to wait turn to start an activity.
- Without adult reminders, waits to communicate information to a group.
- Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 6: Child maintains focus and sustains attention with minimal adult support.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 6: Child maintains focus and sustains attention with minimal adult support.

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory

Module 17 How and Why To Read To Children

- Reading To Children: A Lifelong Investment
 - Handout
 - Reading Into The Future
- Preparing To Read Aloud
 - Handout
 - Tips For Reading Aloud To Young Children
- Reading Aloud: Practice Makes A Great Storyteller
 - Handout
 - Reading Books to Children When Reading Is A Challenge For You
 - Activity
 - Storytelling: Express Yourself

Module 18 Preparing For Writing

- Making Connections
- From Scribbles To Script
 - Handout
 - Stepping Stones To Writing
 - Teaching Pencil Grip

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 6: Child maintains focus and sustains attention with minimal adult support.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1- Hello Alphabet • Pod 3 – Home Builders • Pod 3- Read to Me • Pod 4 – Fancy Footwork • Pod 5 – D Is For Dog • Pod 5 – Bad It Dough Rings • Pod 13 – Diversity In Circles • Pod 16 – Zip-Lock Butterflies • Pod 19 – K is For Kangaroo • Pod 19 – The Waiting Song • Pod 19 – The Geometry Hunt • Pod 25 – N is for No • Pod 26 – Pumpkin/Pineapple Puzzles • Pod 27 – H is for Honey
48-60 Months	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Alphabet Alley • Pod 2 – Counting Counts • Pod 3 – Snip-Snap Scissors Skills • Pod 5 – Right Shoe...Left Shoe • Pod 7 – Sizing Up Fruits and Vegetables • Pod 7 – Guess What It Is... • Pod 8 – Guess the Animal • Pod 10 – About Day and Night • Pod 12 – P is for Policeman • Pod 14 – Handprint Trees • Pod 14 – I Went to the Market • Pod 16 – Growing a Butterfly • Pod 16 – Matching Patterns • Pod 17 – Homes Around the World • Pod 17 – Houses by the Number • Pod 18 – About Respect and Manners • Pod 19 – K Is For Kite • Pod 19 – Counting Up Stuff • Pod 20 – Seed Sound Jars

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 6: Child maintains focus and sustains attention with minimal adult support.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	<ul style="list-style-type: none"> • Pod 21 – About Transportation • Pod 23 – F is For Fish • Pod 23 – Zip-Lock Birds • Pod 24 – Name Puzzle • Pod 25 – N is For November • Pod 26 – S is For Snacks • Pod 26 – Eating By the Numbers • Pod 27 – “They Come in Pairs” Collage

Head Start Indicators:

By 60 months, child:

- Maintains focus on activities for extended periods of time, such as 15 minutes or more.
- Engages in purposeful play for extended periods of time.
- Attends to adult during large and small group activities with minimal support.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 7: Child persists in tasks.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 7: Child persists in tasks.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 11 Temperaments

- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy for Challenging Temperament-Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don't's

Growing Great Families

Supporting Your Child's Development

- Making Connections
- Using Developmental Screens and Milestones
 - Handout
 - Bolstering My Child's Development
- The Cycle of Learning and Mastery
 - Handout
 - The Cycle of Learning And Mastery
- Find Your Motivations
- Home Time

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 7: Child persists in tasks.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	<p>Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.</p>	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2 – Red Square Search • Pod 4- Out of Reach • Pod 4 – Helping Hands • Pod 7- About Fruits and Vegetables • Pod 10 – Exploring Shadows • Pod 12 – About Textures • Pod 12 – Seeing With Our Hands • Pod 12 – Shoe and Sock Skating • Pod 14 – Sizing Theme Up Big and Little • Pod 15 – Creating Colors • Pod 16 – About Things That Grow • Pod 16 – Growing UP • Pod 17 – Take It to A New Level • Pod 19 – About Keeping Me Safe • Pod 19 – Size Matters • Pod 20- Umbrella Crowns • Pod 21 Toss With A Splash • Pod 22 – X is for X- Ray • Pod 22 – Time To Grow • Pod 25 – Size Matters • Pod 27 – Volcano Evacuation • Pod 27 – Hear It... Say It
48-60 Months	<p>Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.</p>	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Alphabet Alley • Pod 1 – What’s Missing? • Pod 2 – Counting Counts • Pod 3 – Snip-Snap Scissors Skills • Pod 3 – Kiddy Chores • Pod 5 – Tell Me What You See • Pod 5 – Right Shoe...Left Shoe • Pod 7 – Guess What It Is... • Pod 8 – Guess the Animal • Pod 9 – Shape Detectives

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 7: Child persists in tasks.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 10 – About Day and Night • Pod 10 – Colored Salt Cloud Designs • Pod 11 – About Jobs and Chores • Pod 11 – Waiting Tables • Pod 11 – Clean Up Time • Pod 12 – P is For Policeman • Pod 14 – Handprint Trees • Pod 14 – I Went to the Market • Pod 15 – Follow the Raindrops • Pod 16 – Growing a Butterfly • Pod 16 – Matching Patterns • Pod 17 – Homes Around the World • Pod 18 – About Respect and Manners • Pod 18 – Ball Basics Obstacle Course • Pod 18 – Zebra Art • Pod 19 – K is For Kite • Pod 19 – Counting Up Stuff • Pod 21 – About Transportation • Pod 23 – F is For Fish • Pod 23 – Zip-Lock Birds • Pod 24 – Jump, Jump, Jump Rope • Pod 25 – N is For November • Pod 26 – Eating by the Numbers • Pod 27 – “They Come in Pairs” Collage • Pod 27 – Estimating How Many

Head Start Indicators:

By 60 months, child:

- Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.
- Returns with focus to an activity or project after having been away from it.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 8: Child holds information in mind and manipulates it to perform tasks.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 8: Child holds information in mind and manipulates it to perform tasks.

Growing Great Kids for Preschoolers 3-5

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory

Growing Great Families

Supporting Your Child's Development

- Making Connections
- Using Developmental Screens and Milestones
 - Handout
 - Bolstering My Child's Development
- The Cycle of Learning and Mastery
 - Handout
 - The Cycle of Learning And Mastery
- Find Your Motivations
- Home Time

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 8: Child holds information in mind and manipulates it to perform tasks.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1- 4 Little Mice • Pod 2 – Name Spotter • Pod 3 – About My Family • Pod 7- About Fruits And Vegetables • Pod 7 – Fruity Directions • Pod 8 – Cotton Ball Sheep • Pod 16 – O is For Ocean • Pod 19 – What Should You Do? • Pod 19 – Telephone Number Hop-Scotch • Pod 19 – Birthday Math • Pod 21 – U is For Umbrella • Pod 22 – About Time and Calendars • Pod 25 – Beach Ball Alphabet Toss • Pod 25 – Hot Hoops • Pod 26 – Sequencing Search
48-60 Months	Holds an increasing amount of information in mind in order to successfully complete tasks.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – One-Of-A-Kind Fingerprints • Pod 1 – Spider web Yarn Toss • Pod 1 – Listen Up • Pod 1 – Balloon Blast • Pod 2 – Counting Counts • Pod 2 – Clean Up Times • Pod 3 – About My Family • Pod 4 – I Like to Listen • Pod 6 – Flip-Flop Parachute • Pod 8 – The Mighty Lion • Pod 9 – Musical Chair Emotions • Pod 11 – Clean Up Time • Pod 14 – We are Wild Animals • Pod 16 – Alphabet Pass • Pod 18 – Number Charts

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 8: Child holds information in mind and manipulates it to perform tasks.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Holds an increasing amount of information in mind in order to successfully complete tasks.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 19 – Pink Piggly Wiggly Pig • Pod 20 – L is For Lamb • Pod 21 – U is For Umpire • Pod 22 – About Time and Calendars • Pod 23 – Kookaburra Necklaces • Pod 25 – “Pass the Present” Good Manners • Pod 25 – A Holiday Marching Band • Pod 26 – S is For Snacks • Pod 27 – H is For Heart • Pod 27 – Listen and Watch Closely

Head Start Indicators:

By 60 months, child:

- Accurately recounts recent experiences in the correct order and includes relevant details.
- Successfully follows detailed, multi-step directions, sometimes with reminders.
- Remembers actions to go with stories or songs shortly after being taught.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 9: Child demonstrates flexibility in thinking and behavior.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 9: Child demonstrates flexibility in thinking and behavior.

Growing Great Kids for Preschoolers 3-5

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 10 Dramatic Play

- What Is Dramatic Play
- What Children Learn From Dramatic Play
 - Activity
 - Emergency Rescue
 - Handout
 - Dramatic Play: Lessons Learned
 - Video Dramatic Play: More Than Playing House
- Setting Your Stage For Dramatic Play
 - Handout
 - Props For Play

Module 11 Temperaments

- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy for Challenging Temperament-Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don't's

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 9: Child demonstrates flexibility in thinking and behavior.

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2 – About Rules • Pod 2 – Problem Solvers • Pod 4 - Out of Reach • Pod 4 – Helping Hands • Pod 7 – About Fruits and Vegetables • Pod 10 – Exploring Shadows • Pod 12 – About Textures • Pod 12 – Seeing With Other Hands • Pod 12 – Shoe and Sock Skating • Pod 12 – Sizing Up Big and Little • Pod 15 – Creating Colors • Pod 16 – About Things That Grow • Pod 16 – Growing Up • Pod 17 – Matching: Take It To A New Level • Pod 18 – Human Alphabet Review • Pod 19 – About Keeping Me Safe • Pod 19 – Size Matters • Pod 20 - Umbrella Crowns • Pod 22 – X is For X-Ray • Pod 22 – Time To Grow • Pod 25 – Size Matters • Pod 27 – About My Senses • Pod 27 Feet Painting • Pod 27 – Volcano Evacuation

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)*

Goal P – ATL 9: Child demonstrates flexibility in thinking and behavior.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – What’s Missing? • Pod 2 – About Rules • Pod 2 – Be My Friend • Pod 3 – In and Around the Neighborhood • Pod 5 – Tell Me What You See • Pod 5 – Toss, Catch and Swat • Pod 6 – To Market...To Market • Pod 8 – Kangaroo Rock Jumping • Pod 8 – Guess the Animal • Pod 9 – Measure Me • Pod 10 – Nighttime Tag • Pod 14 – Handprint Trees • Pod 18 – About Respect and Manners • Pod 18 – Ball Basics Obstacle Course • Pod 18 – Zebra Art • Pod 19 – Stranger Danger and More • Pod 19 – Fire Truck Bowling • Pod 21 – Dogging Asteroids • Pod 22 – Weather and Feelings Charades • Pod 23 – Feather Crown Dramatic Play • Pod 24 – Have You Ever Seen the Wind? • Pod 24 – Name Puzzles • Pod 27 – About My Senses • Pod 27 – Feet Painting • Pod 27 – Estimating How Many • Pod 27 – Rolling Art with a Heart

Head Start Indicators:

By 60 months, child:

- Tries different strategies to complete work or solve problems including with other children.
- Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.
- Transitions between activities without getting upset.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal P – ATL 10: Child demonstrates initiative and independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of “E” (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Can Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal P – ATL 10: Child demonstrates initiative and independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 20 Discipline vs. Punishment...Internal vs. External Control

- What is Discipline? What is Punishment?
 - Handout
 - Discipline...Punishment: You Choose
- Benefits of Internal Control...Disadvantages of External Controls
- How To Teach Children Internal Controls and Self-Regulation
 - Handout
 - Building Blocks for Self-Discipline

Module 22 E-Discipline: Disciplining with E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video Positive Discipline Without Shaking, Shouting, or Spanking
- How to Say “No” Without Actually Saying “No”
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do TO Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bully’s Come From?

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal P – ATL 10: Child demonstrates initiative and independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Growing Great Families

Supporting Your Child’s Development

- Making Connections
- Using Developmental Screens and Milestones
 - Handout
 - Bolstering My Child’s Development
- The Cycle of Learning and Mastery
 - Handout
 - The Cycle of Learning And Mastery
- Find Your Motivations
- Home Time

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Hello Alphabet • Pod 3 – Home Builder • Pod 3 – Read to Me • Pod 4 – Fancy Footware • Pod 5 – D is for Dog • Pod 5 – Bag It Dough Rings • Pod 6 – Getting Fish to Market • Pod 8 – About Animals • Pod 8 – Little Bunnies • Pod 9 Friendship Necklace • Pod 10 – Y is for You • Pod 11 – About Jobs and Chores • Pod 11 – Doctor, Doctor, I Am Sick • Pod 12 – Shoe and Sock Skating • Pod 12- Cloud Animals • Pod 13 – Diversity In Circles • Pod 13 – A Day At the Pretend Beach’ • Pod 14 – Musical Trees

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal P – ATL 10: Child demonstrates initiative and independence.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 15 – About Water Exploration • Pod 16 – Triangle and Circle Kites • Pod 17 – Q is for Quack • Pod 18 – Night Time Tag • Pod 19 - K is for Kangaroo • Pod 19 – The Waiting Song • Pod 21 – About Transportation • Pod 21 - I Can Fly • Pod 25 – N is for No • Pod 26 – Pumpkin Pineapple Puzzle • Pod 27 – About My Senses • Pod 27 – H is for Honey
48-60 Months	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – One-Of-A-Kind Fingerprints • Pod 3 – In and Around the Neighborhood • Pod 4 – About Taking Care of Me • Pod 4 – Name Tracing • Pod 6 – To Market...To Market • Pod 8 – About Animals • Pod 10 – About Day and Night • Pod 10 – Colored Salt Cloud Designs • Pod 11 – About Jobs and Chores • Pod 11 – Waiting Tables • Pod 13 – All are Beautiful • Pod 13 – What If I Were...? • Pod 14 – My Own Book • Pod 15 – It’s a Beach Party • Pod 16 – Babies Need Love to Grow • Pod 17 – Q is For Quilt • Pod 19 – Brother Bear’s Broken Bones • Pod 21 – About Transportation • Pod 22 – Calendars and Birthday Wall Display • Pod 23 – Feather Crown Dramatic Play • Pod 25 – Flower Gift Boxes • Pod 27 – About My Senses • Pod 27 – Feet Painting

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal P – ATL 10: Child demonstrates initiative and independence.

Head Start Indicators:

By 60 months, child:

- Engages in independent activities.
- Makes choices and communicates these to adults and other children.
- Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.
- Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal P – ATL 11: Child shows interest in and curiosity about the world around them.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of “E” (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal P – ATL 11: Child shows interest in and curiosity about the world around them.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal P – ATL 11: Child shows interest in and curiosity about the world around them.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Seeks out new information and explores new play and tasks with adult support.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2- Noisemakers • Pod 6 – Floating Fishes • Pod 8- Where Are the Bears Sleeping? • Pod 8 – Abstract Cows • Pod 9 – Learning Empathy • Pod 12- Cloud Animals • Pod 13 – A Day at the Pretend Beach • Pod 15 – About Water Exploration • Pod 21 – About Transportation • Pod 27 – Little Taste Testers • Pod 27 – Hear It ...Say It
48-60 Months	Seeks out new information and explores new play and tasks both independently and with adult support.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3 – In and Around the Neighborhood • Pod 3 – Family Vacation • Pod 3 – Boys and Girls: Gender Game • Pod 4 – Nuts and Bolts • Pod 4 – Matching and Sorting Laundry • Pod 5 – An Orange Octopus • Pod 5 – Tell Me What You See • Pod 5 – Blow Art • Pod 5 – Toss, Catch and Swat • Pod 6 – About Sea Creatures • Pod 6 – Fish Kites • Pod 8 – About Animals • Pod 8 – The Mighty Lion • Pod 8 – Natural Habitats • Pod 13 – Special Guests • Pod 21 – About Transportation • Pod 21 – Shaping Trains • Pod 23 – About Birds • Pod 24 – Under and Above My Umbrella • Pod 25 – About Culture and Holidays • Pod 26 – Rainbow Toast

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal P – ATL 11: Child shows interest in and curiosity about the world around them.

Head Start Indicators:

By 60 months, child:

- Asks questions and seeks new information.
- Is willing to participate in new activities or experiences even if they are perceived as challenging.
- Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal P – ATL12: Child expresses creativity in thinking and communication.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 10 Dramatic Play

- What Is Dramatic Play
- What Children Learn From Dramatic Play
 - Activity
 - Emergency Rescue
 - Handout
 - Dramatic Play: Lessons Learned
 - Video Dramatic Play: More Than Playing House
- Setting Your Stage For Dramatic Play
 - Handout
 - Props For Play

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

Growing Great Families

Supporting Your Child's Development

- Making Connections
- Using Developmental Screens and Milestones
 - Handout
 - Bolstering My Child's Development
- The Cycle of Learning and Mastery
 - Handout
 - The Cycle of Learning And Mastery
- Find Your Motivations
- Home Time

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal P – ATL12: Child expresses creativity in thinking and communication.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Responds to adults’ prompts to express creative ideas in words and/or actions.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4- Splish Splash Persona Hygiene • Pod 6 – We Are Creatures of the Sea • Pod 8 – About Animals • Pod 8 – 8 Little Bunnies • Pod 8 – Abstract Cows • Pod 9 – Learning Empathy • Pod 10- Day and Night Skies • Pod 11 – About Jobs and Chores • Pod 11- Doctor, Doctor, I Am Sick! • Pod 12 – Shoe and Sock Skating • Pod 12 – Cloud Animals • Pod 13 – Diversity in Circles • Pod 13 – A Day at the Pretend Beach • Pod 14 – Musical Trees • Pod 16 – Triangle and Circle Kites • Pod 16 – Flower Box • Pod 17 – Q Is For Quack • Pod 18 – Nighttime Tag • Pod 21 – About Transportation • Pod 21 – I Can Fly • Pod 24 – Have A Ball • Pod 25 – Fantastic Fans • Pod 27 – Volcano Evacuation
48-60 Months	Communicates creative ideas and actions both with and without prompting from adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Spiderweb Yarn Toss • Pod 1 – What’s Missing? • Pod 2 – Clean Up Time • Pod 3 – In and Around the Neighborhood • Pod 3 – Family Vacation • Pod 3 – Kiddy Chores

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal P – ATL12: Child expresses creativity in thinking and communication.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Communicates creative ideas and actions both with and without prompting from adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4 – A is For Ambulance • Pod 4 – Safety on the Go • Pod 5 – An Orange Octopus • Pod 5 – Tell Me What You See • Pod 5 – Blow Art • Pod 6 – About Sea Creatures • Pod 6 – T is For Tadpole • Pod 6 – To Market...To Market • Pod 7 – About Fruits and Vegetables • Pod 8 – About Animals • Pod 8 – R is For Rabbit • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – G is For Grass • Pod 9 – Musical Chair Emotions • Pod 9 – Measure Me • Pod 10 – About Day and Night • Pod 10 – Y is For Yo-Yo • Pod 10 – Day and Night Boxes • Pod 10 – Colored Salt Cloud Designs • Pod 11 0- About Jobs and Chores • Pod 11 – E is For Eggshell Elephants • Pod 11 – Tools for the Trade • Pod 11 – Preschool Chore Straws • Pod 12 – About Textures • Pod 12 – Pumpkin/Squash Discovery Party • Pod 12 – Texture Collages • Pod 13 – All Are Beautiful • Pod 13 – What If I Were...? • Pod 13 – Limbo with a Twist • Pod 13 – Words Can Hurt Too! • Pod 13 – Opposites

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal P – ATL12: Child expresses creativity in thinking and communication.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Communicates creative ideas and actions both with and without prompting from adults.	<p>Play and Learning Activities – Learning Pods Pod 14 – About Trees</p> <ul style="list-style-type: none"> • Pod 14 – We Are Wild Animals • Pod 14 – My Own Book • Pod 15 – I is For Inside • Pod 15 – It’s a Beach Party • Pod 15 – Does It Sink or Float? • Pod 16 – About Things that Grow • Pod 16- Growing a Butterfly • Pod 16 – Trees...A Valuable Resource • Pod 17 – About Homes • Pod 17 – Homes Around the World • Pod 18 – Ball Basics Obstacle Course • Pod 18 – Hurry Up? Simon Says • Pod 19 – K is For Kite • Pod 19 – Stranger Danger and More • Pod 19 – Brother Bear’s Broken Bones • Pod 21 – About Transportation • Pod 25 – “Pass the Present” Good Manners • Pod 26 – About Eating Healthy Foods • Pod 26 – S is For Snacks • Pod 26 – Animal Charades • Pod 27 – About My Senses • Pod 27 – H is For Heart • Pod 27 – Feet Painting

Head Start Indicators:

By 60 months, child:

- Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.
- Approaches tasks, activities, and play in ways that show creative problem solving.
- Uses multiple means of communication to creatively express thoughts, feelings, or ideas.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal P – ATL13: Child uses imagination in play and interactions with others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

Module 10 Dramatic Play

- What Is Dramatic Play
- What Children Learn From Dramatic Play
 - Activity
 - Emergency Rescue
 - Handout
 - Dramatic Play: Lessons Learned
 - Video Dramatic Play: More Than Playing House
- Setting Your Stage For Dramatic Play
 - Handout
 - Props For Play

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal P – ATL13: Child uses imagination in play and interactions with others.

Age Range	Developmental Progressions	GGK Curriculum Component
36-48 Months	Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2 - Noisemakers • Pod 3 – Splish Splash Personal Hygiene • Pod 6 – We Are Creatures of the Sea • Pod 6 Fruit Trees • Pod 8 – About Animals • Pod 8 – 8 Little Bunnies • Pod 8 – Where Are The bears Sleeping • Pod 8 – Abstract Cows • Pod 9 – How Are You Feeling? • Pod 9 – Learning Empathy • Pod 10 – Day and Night Skies • Pod 11 – About Jobs and Chores • Pod 11 – Doctor, Doctor, I Am Sick • Pod 12 – Shoe and Sock Skating • Pod 12 – Cloud Animals • Pod 13 – Diversity In Circles • Pod 13 – A Day At The Pretend Beach • Pod 14 – Musical Trees • Pod 15 – About Water Exploration • Pod 24 – Sunny and Rainy Day Kangaroos • Pod 24 – Shadow Tag • Pod 25 – Gifts Galore! • Pod 26 – Tic Tac Toe Shape Board • Pod 26 – Feet Painting

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal P – ATL13: Child uses imagination in play and interactions with others.

Age Range	Developmental Progressions	GGK Curriculum Component
48-60 Months	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3 – In and Around the Neighborhood • Pod 3 – Family Vacation • Pod 5 – An Orange Octopus • Pod 5 – Blow Art • Pod 6 – Play Dough Seashells • Pod 6 – To Market...To Market • Pod 8 – About Animals • Pod 10 – About Day and Night • Pod 11 – Evening Routines • Pod 10 – Day and Night Boxes • Pod 10 – Colored Salt Cloud Designs • Pod 11 – About Jobs and Chores • Pod 11 – Waiting Tables • Pod 13 – What If I were...? • Pod 14 – Handprint Trees • Pod 14 – My Own Book • Pod 15 – It’s A Beach Party • Pod 15 – Let’s Sail Away • Pod 17 – About Homes • Pod 17 – Q is For Quilt • Pod 18 – Ball Basic Obstacle Course • Pod 19 – K is For Kite • Pod 19 – Brother Bear’s Broken Bones • Pod 21 – About Transportation • Pod 23 – Zip-Lock Birds • Pod 23 – Feather Crown Dramatic Play • Pod 24 – Under and Above My Umbrella • Pod 25 – A Holiday Marching Band • Pod 25 – Fireworks Chalk Art • Pod 25 – Flower Gift Box • Pod 26 – Animal Charades • Pod 27 – Feet Painting

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal P – ATL13: Child uses imagination in play and interactions with others.

Head Start Indicators:

By 60 months, child:

- Engages in social and pretend play.
- Uses imagination with materials to create stories or works of art.
- Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

Social and Emotional Domain

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationship with Adults

Goal P – SE 1: Child engages in and maintains positive relationships and interactions with adults.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing The Daily Do's For Preschoolers

- The Joys And Challenges Of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's For Preschoolers
 - Activity
 - You Can Bank On Me
- Daily Do's Payoffs

Module 2 Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skill Sets

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationship with Adults

Goal P – SE 1: Child engages in and maintains positive relationships and interactions with adults.

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationship with Adults

Goal P – SE 1: Child engages in and maintains positive relationships and interactions with adults.

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development For Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills
- Home Time

Module 15 Advancing Your Daily Do's

- The Daily Do's in Review
 - Activity
 - Daily Do Jeopardy
- Building More Daily Do's Skills
- Acknowledge Your Own Success As A Parent/Teacher/Caregiver
 - Handout
 - Outstanding Performance

Module 19 Father Changes Outcomes

- The Differences Dads/Men Make
- What Men Can Do To Support Preschool Development
 - Handout
 - "Daddyng" ...How To Score Big
- Involving Men In /day Care, Residential and Preschool Settings
 - Handout
 - Getting More Men Into Your Preschool/Childcare Center
- Practice GGK Learning Pod Activities
 - Handout
 - Layback: GGK Learning Pod Play Review
 - Activity
 - Floating Fishes
 - In The Hoop

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationship with Adults

Goal P – SE 1: Child engages in and maintains positive relationships and interactions with adults

Module 22 E-Discipline: Discipline With E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video
 - Positive Discipline Without Shaking Shouting Or Spanking
- How To Say “No” Without Actually Saying No
 - Handout
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do To Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bullies Come From?
- Home Time
 - Handout
 - Growing Great Kids Discipline Pledge

Growing Great Families

Shaping Your Child’s Future

- Making Connections
- Influencing Your Child’s Development
 - Activity
 - What I’d Like For My Child
- How I Want To be Remembered As A Parent
 - Handout
 - How I Want My Child To Remember Me
- Home Time

Memories and Family Stories: Giving Children Feelings of Belonging

- Making Connections
- Celebrating and Remembering
 - Activity
 - Memory Box
- Storytelling: A Family’s Narrative History
 - Handout
 - Storytelling: Preserving Your Family History
- Recording Your Child’s History
 - Activity
 - Coin Cards

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationship with Adults

Goal P – SE 1: Child engages in and maintains positive relationships and interactions with adults

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3- Miss and Mr. Manners • Pod 4 – Splish Splash Personal Hygiene • Pod 4 – Fancy Footwork • Pod 5 – Wind Chimes • Pod 5 – Beach Ball Toss • Pod 6 – We Are Creatures of the Sea • Pod 7 – Fruit Directions • Pod 8 – Where Are The Bears Sleeping • Pod 8 - Animal Musical Chairs • Pod 9 – Friendship Necklaces • Pod 9 – Learning Empathy • Pod 9 – Puzzle Partners • Pod 10 – About Jobs and Chores • Pod 13 – About Diversity • Pod 13 – Talking Without Words • Pod 14 – Dancing With Bubbles • Pod 14 – Row, Row Your Boat • Pod 15 – Rolling Art • Pod 16 – Growing Up • Pod 17 – Q Is For Quack • Pod 18 – Human Alphabet Review • Pod 18 – Catch the Worm’s Tail • Pod 18 – Roll the Dice • Pod 20 – “Nobody Likes Me” Books • Pod 20 – Clothespin Relay • Pod 21 – 1 to 10 Passengers On The Bus • Pod 21 – I Can Fly • Pod 23 – Rainbow of Colors • Pod 24 – Sunny and Rainy Day Kangaroos • Pod 24 – Shadow Tag • Pod 24 – Have A Ball • Pod 25 – Beach Ball Alphabet Toss • Pod 25 – Hot Hoops

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationship with Adults

Goal P – SE 1: Child engages in and maintains positive relationships and interactions with adults

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2 – About Rules • Pod 2 – Counting Counts • Pod 3 – About My Family • Pod 3 – In and Around the Neighborhood • Pod 3 – Boys and Girls: Gender Game • Pod 4 – Ball Skills Stations • Pod 8 – Kangaroo Rock Jumping • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 9 – A Feeling Thermometer • Pod 19 – Stranger Danger and More • Pod 22 – Craft Stick Puppet Heroes • Pod 25 – About Culture and Holidays • Pod 25 – Chopsticks Pick-up • Pod 25 – Fireworks Chalk Art

Head Start Indicators:

- Interacts readily with trusted adults.
- Engages in some positive interactions with less familiar adults, such as parent volunteers.
- Shows affection and preference for adults who interact with them on a regular basis.
- Seeks help from adults when needed

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 2: Child engages in prosocial and cooperative behavior with adults.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing The Daily Do's For Preschoolers

- The Joys And Challenges Of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's For Preschoolers
 - Activity
 - You Can Bank On Me
- Daily Do's Payoffs

Module 2 Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skill Sets

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 2: Child engages in prosocial and cooperative behavior with adults.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 2: Child engages in prosocial and cooperative behavior with adults.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development For Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills
- Home Time

Module 15 Advancing Your Daily Do's

- The Daily Do's in Review
 - Activity
 - Daily Do Jeopardy
- Building More Daily Do's Skills
- Acknowledge Your Own Success As A Parent/Teacher/Caregiver
 - Handout
 - Outstanding Performance
 - Activity
 - Floating Fishes
 - In The Hoop

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 2: Child engages in prosocial and cooperative behavior with adults.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 19 Father Changes Outcomes

- The Differences Dads/Men Make
- What Men Can Do To Support Preschool Development
 - Handout
 - “Daddy” ...How To Score Big
- Involving Men In /day Care, Residential and Preschool Settings
 - Handout
 - Getting More Men Into Your Preschool/Childcare Center
- Practice GGK Learning Pod Activities
 - Handout
 - Layback: GGK Learning Pod Play Review
 - Activity
 - Floating Fishes
 - In The Hoop

Module 20 Discipline vs. Punishment...Internal vs. External Control

- What is Discipline? What is Punishment?
 - Handout
 - Discipline...Punishment: You Choose
- Benefits of Internal Control...Disadvantages of External Controls
- How To Teach Children Internal Controls and Self-Regulation
 - Handout
 - Building Blocks for Self-Discipline

Module 22 E-Discipline: Discipline With E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video
 - Positive Discipline Without Shaking Shouting Or Spanking
- How To Say “No” Without Actually Saying No
 - Handout
 - Fewer “No’s” ...More Cooperative Kids
 - Things You Can Do To Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bullies Come From?
- Home Time
 - Handout
 - Growing Great Kids Discipline Pledge

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 2: Child engages in prosocial and cooperative behavior with adults.

Growing Great Kids for Preschoolers 3 to 5 Years

Growing Great Families

The Power of Appreciation

- Making Connections
- Why We All Need To Feel Appreciated
- Showing Appreciation: A Relationship Skill
 - Handout
 - How Families Accentuate Their Positives
 - Activity
 - Serving Up Compliments
- Home Time

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 2: Child engages in prosocial and cooperative behavior with adults.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3- Miss and Mr. Manners • Pod 4 – Splish Splash Personal Hygiene • Pod 4 – Fancy Footwork • Pod 5 – Wind Chimes • Pod 5 – Beach Ball Toss • Pod 6 – We Are Creatures of the Sea • Pod 7 – Fruity Directions • Pod 9 – Friendship Necklaces • Pod 10 – No More Monsters In The Closet • Pod 12 – Go-Fors • Pod 13 – Play-Dough Ice Cream Party • Pod 14 – Musical Trees • Pod 14 – Dancing With Bubbles • Pod 17 – Corn Cop • Pod 18 – About Respect and Manners • Pod 18 – Cath The Worm’s Tail • Pod 19 – Telephone Number Hop-Scotch • Pod 20 – Manners Count • Pod 20 – Under and On Top Of Collage • Pod 21 – All Aboard! • Pod 22 – Beanbag Hide And Seek • Pod 23 – Ribbon Birds • Pod 25 – Ola Pinata! • Pod 25 – Hot Hoops • Pod 26 – About Food Preparation • Pod 27 – H is for Honey • Pod 27 – 7 Caps and Cans

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 2: Child engages in prosocial and cooperative behavior with adults.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	<p>Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p>	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – One-Of-A-Kind Fingerprints • Pod 1 – Spiderweb Yarn Toss • Pod 1 – Listen Up • Pod 1 – Balloon Blast • Pod 1 – What’s Missing? • Pod 2 – About Rules • Pod 4 – I Like to Listen • Pod 4 – Who Is the Owner? • Pod 5 – Toss, Catch and Swat • Pod 5 – Right Shoe...Left Shoe • Pod 7 – About Fruits and Vegetables • Pod 7 – Color Corners • Pod 8 – The Mighty Lion • Pod 8 – Kangaroo Rock Jumping • Pod 8 – Guess the Animal • Pod 9 – Musical Chair Emotions • Pod 9 – A Feeling Thermometer • Pod 9 – My Favorite Color • Pod 10 – Sun and Moon...Where Should You Be? • Pod 10 – Adding and Subtracting Stars • Pod 11 – About Jobs and Chores • Pod 11 – Tools of the Trade • Pod 11 – Clean Up Time • Pod 11 – This Is the Way We Build a House • Pod 12 – Texture Collages • Pod 12 – Peanut Gallery • Pod 14 – Handprint Trees • Pod 14 – We are Wild Animals • Pod 17 – Q is For Quilt • Pod 17 – Room by Room

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 2: Child engages in prosocial and cooperative behavior with adults.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	<ul style="list-style-type: none"> • Pod 18 – About Respect and Manners • Pod 18 – Ball Basics Obstacle Course • Pod 18 – Hurry Up! Simon Says • Pod 19 – Stranger Danger and More • Pod 19 – Fire Truck Bowling • Pod 20 – Jumping Jacks • Pod 21 – Transportation Mobiles • Pod 21 – All Aboard the Color Train • Pod 22 – Weather and Feelings Charades • Pod 23 – About Birds • Pod 23 – Feather Crown Dramatic Play • Pod 23 – Opposite Actions • Pod 24 – Have You Ever Seen the Wind? • Pod 24 – Jump, Jump, Jump Rope • Pod 25 – “Pass the Present” Good Manners • Pod 25 – A Holiday Marching Band • Pod 26 – About Eating Healthy Foods • Pod 27 – Listen and Watch Closely • Pod 27 – “Good Sport” Relay Race • Pod 27 – Estimating How Many • Pod 27 – Rolling Art with a Heart

Head Start Indicators:

- Engages in prosocial behaviors with adults, such as using respectful language or greetings.
- Attends to an adult when asked.
- Follows adult guidelines and expectations for appropriate behavior.
- Asks or waits for adult permission before doing something when they are unsure.

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 2: Child engages in prosocial and cooperative behavior with adults.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing The Daily Do's For Preschoolers

- The Joys And Challenges Of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's For Preschoolers
 - Activity
 - You Can Bank On Me
- Daily Do's Payoffs

Module 2 Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skill Sets

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 3: Child engages in and maintains positive interactions and relationships with other children.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 3: Child engages in and maintains positive interactions and relationships with other children.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills Checking In One E-Parenting/E-Teaching/E-Caregiving

- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 14 Talking, Listening and Understanding Making Connections

- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development For Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills
- Home Time

Module 10 Dramatic Play

- What Is Dramatic Play
- What Children Learn From Dramatic Play
 - Activity
 - Emergency Rescue
 - Handout
 - Dramatic Play: Lessons Learned
 - Video Dramatic Play: More Than Playing House
- Setting Your Stage For Dramatic Play
 - Handout
 - Props For Play

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 3: Child engages in and maintains positive interactions and relationships with other children.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 23 Including Children With Special Needs

- Our Fears and Misconceptions
- Influencing Brain Development of Children With Physical, Emotional, Social and Mental Challenges
 - Handout
 - Developing Brains Need Stimulation
 - Video
 - What Happened To The Romanian Children?
 - Applying Sensory Integration Principles Where Children Learn and Play
- Benefits Of Including Children With Special Needs
- Including And Stimulating Children With Special Needs
 - Handout
 - Including Children with Special Needs
 - Activity
 - Beach Ball Toss
 - We Are Creatures Of The Sea

Growing Great Families

The Power of Appreciation

- Making Connections
- Why We All Need To Feel Appreciated
- Showing Appreciation: A Relationship Skill
 - Handout
 - How Families Accentuate Their Positives
 - Activity
 - Serving Up Compliments
- Home Time

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 3: Child engages in and maintains positive interactions and relationships with other children.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – I Know My Name • Pod 1 – In The Hoop • Pod 3 – Marching Orders • Pod 4 – The Friendly Space • Pod 5 – Bag It Dough Rings • Pod 5 – Be Nimble and Quick • Pod 7 – Rectangle Pass • Pod 7 – Fruit Trees • Pod 7 - Empathy Treasure Hunt • Pod 8 – Where Are The Bears Sleeping? • Pod 8 – Animal Musical Chairs • Pod 9 – Friendship Necklaces • Pod 9 – Puzzle Partners • Pods 11 – Rectangle Rubbings • Pod 13 – Play-Dough Ice Cream Party • Pod 14 – Dancing With Bubbles • Pod 14 – Row, Row Your Boat • Pod 15 – Rolling Art • Pod 16 – Q Is For Quack • Pod 18 – About Respect And Manners • Pod 18 – Catch the Worm’s Tail • Pod 20 – Clothespin Relay • Pod 21 – 1 to 10 Passengers on the Bus • Pod 21 – I Can Fly • Pod 23 – Rainbow of Colors • Pod 24 – Sunny and Rainy Day Kangaroos • Pod 24 – Shadow Tag • Pod 25 – Beach Ball Alphabet Toss • Pod 25 – Hot Hoops

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 3: Child engages in and maintains positive interactions and relationships with other children.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 1 – One-Of-A-Kind Fingerprints • Pod 1 – Spiderweb Yarn Toss • Pod 1 – Balloon Blast • Pod 2 – About Rules • Pod 2 – Be My Friend • Pod 3 – In and Around the Neighborhood • Pod 3 – Boys and Girls: Gender Game • Pod 4 – Who Is the Owner? • Pod 5 – Toss, Catch and Swat • Pod 6 – To Market...To Market • Pod 7 – Color Corners • Pod 8 – Kangaroo Rock Jumping • Pod 9 – Measure Me • Pod 10 – Nighttime Tag • Pod 10 – Sun and Moon...Where Should You Be? • Pod 11- About Jobs and Chores • Pod 11 – Tools of the Trade • Pod 13 – About Diversity • Pod 13 – All are Beautiful • Pod 13 – Special Guests • Pod 13 – Words Can Hurt Too! • Pod 14 – Handprints Trees • Pod 18 – About Respect and Manners • Pod 18 – Actions Speak as Loudly as Words • Pod 18 – Ball Basics Obstacle Course • Pod 18 – Hurry Up! Simon Says • Pod 18 – Zebra Art • Pod 21 – Dodging Asteroids • Pod 27 – “Good Sport” Relay Race • Pod 27 – Rolling Art with a Heart

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Adults

Goal P – SE 3: Child engages in and maintains positive interactions and relationships with other children.

Head Start Indicators:

- Engages in and maintains positive interactions with other children.
- Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.
- Takes turns in conversations and interactions with other children.
- Develops friendships with one or two preferred other children.

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 4: Child engages in cooperative play with other children.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of “E” (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

Module 10 Dramatic Play

- What Is Dramatic Play
- What Children Learn From Dramatic Play
 - Activity
 - Emergency Rescue
 - Handout
 - Dramatic Play: Lessons Learned
 - Video Dramatic Play: More Than Playing House
- Setting Your Stage For Dramatic Play
 - Handout
- Props For Play

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 4: Child engages in cooperative play with other children.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 11 Temperaments

- Making Connections
- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy For Challenging Temperament Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don't's

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 15 Advancing Your Daily Do's

- The Daily Do's in Review
 - Activity
 - Daily Do Jeopardy
- Building More Daily Do's Skills
- Acknowledge Your Own Success As A Parent/Teacher/Caregiver
 - Handout
 - Outstanding Performance

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 4: Child engages in cooperative play with other children.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 19 Fathering Changes Outcomes

- The Differences Dads/Men Make
- What Men Can Do To Support Preschool Development
 - Handout
 - Daddying...How To Score Big
- Involving Men in Daycare, Residential and Preschool Settings
 - Handout
 - Getting More Men Into Your Preschool/Childcare Center
- Practicing GGK Learning Pod Activities
 - Handout
 - Playback: GGK Learning Pod Play Review
 - Activity
 - Floating The Fishes
 - In the Hoop

Module 20 Discipline vs. Punishment...Internal vs. External Control

- What is Discipline? What is Punishment?
 - Handout
 - Discipline...Punishment: You Choose
- Benefits of Internal Control...Disadvantages of External Controls
- How To Teach Children Internal Controls and Self-Regulation
 - Handout
 - Building Blocks for Self-Discipline

Module 22 E-Discipline: Disciplining with E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video Positive Discipline Without Shaking, Shouting, or Spanking
- How to Say “No” Without Actually Saying “No”
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do TO Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bully’s Come From?

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 4: Child engages in cooperative play with other children.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – I Know My Name • Pod 1 – In the Hoop • Pod 3 – Marching Orders • Pod 4 – The Friendly Space • Pod 5 – Bad It Dough Rings • Pod 5 – Be Nimble and Quick • Pod 6 – Getting Fish To Market • Pod 7 – Be Is For London Bridge • Pod 7 – Ice Cube Tray Patterns • Pod 7 – Rectangle Pass • Pod 7 – Fruit Trees • Pod 8 – Where Are The Bears Sleeping • Pod 8 – Animal Musical Chairs • Pod 8 – Puzzle Partners • Pod 11 – About Jobs and Chores • Pod 11 – Rectangle Rubbings • Pod 14 – Dancing With Bubbles • Pod 14 – Row, Row Your Boat • Pod 15 – Rolling Art • Pod 16 – Q Is for Quack • Pod 17 – Gender and Age • Pod 18 – Human Alphabet Review • Pod 18 – Cath The Worms Tail • Pod 18 – Roll The Dice • Pod 20 – Clothespin Relay • Pod 21 – 1 to 10 Passengers On The Bus • Pod 21 – I Can Fly • Pod 23 – Rainbow of Colors • Pod 24 – Sunny and Rainy Day Kangaroos • Pod 24 – Shadow Tag • Pod 24 – Have A Ball

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 4: Child engages in cooperative play with other children.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 1 – Spiderweb Yarn Toss • Pod 2 – About Rules • Pod 2 – Counting Counts • Pod 2 – Be My Friend • Pod 3 – In and Around the Neighborhood • Pod 3 – Boys and Girls: Gender Game • Pod 6 – To Market...To Market • Pod 7 – Sizing Up Fruits and Vegetables • Pod 7 – Color Corners • Pod 7 – Guess What It Is... • Pod 8 – Kangaroo Rock Jumping • Pod 10 – Nighttime Tag • Pod 10 – Sun and Moon...Where Should You Be? • Pod 11 – Tools of the Trade • Pod 11 – This is the Way We Build a House • Pod 12 – About Textures • Pod 12 – Texture Collages • Pod 12 – Peanut Gallery • Pod 13 – About Diversity • Pod 13 – All Are Beautiful • Pod 15 – Follow the Raindrops • Pod 17 – Q is For Quilt • Pod 17 – Room by Room • Pod 18 – About Respect and Manners • Pod 18 – Ball Basics Obstacle Course • Pod 18 – Hurry Up! Simon Says • Pod 18 – Zebra Art • Pod 19 – Fire Truck Bowling • Pod 21 – Driving with My Buddy • Pod 24 – Jump, Jump, Jump Rope • Pod 26 – Eating by the Numbers • Pod 27 – Listen and Watch Closely • Pod 27 – “Good Sport” Relay Race • Pod 27 – Rolling Art with a Heart

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 4: Child engages in cooperative play with other children.

Head Start Indicators:

- Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.
- Demonstrates willingness to include others' ideas during interactions and play.
- Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.
- Engages in reflection and conversation about past play experiences.

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 5: Child uses basic problem-solving skills to resolve conflicts with other children.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of “E” (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 5: Child uses basic problem-solving skills to resolve conflicts with other children.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 22 E-Discipline: Disciplining with E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video Positive Discipline Without Shaking, Shouting, or Spanking
- How to Say “No” Without Actually Saying “No”
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do TO Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bully’s Come From?

Growing Great Families

Sizing Up Your Strengths...Reducing Stress

- Making Connections
- Traits and Skills That Inspire Success
 - Handout
 - Personal Bests...Your Personal Assets
- What Are Your Stressors
 - Handout
 - The Stress Scale
- Using Your Personal Strengths To Reduce Stress
 - Handout
 - My Stress Manager
- Home Time

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 5: Child uses basic problem-solving skills to resolve conflicts with other children.

Growing Great Kids for Preschoolers 3 to 5 Years

Becoming Your Own Personal Coach

- Making Connections
- Your Personal Bests: The First Steps In Personal Coaching
- The Next Step: Developing Personal Coaching Messages
 - Handout
 - Personal Coaching Messages Worksheet
- How and When To Use My Personal Coaching Messages
- Pairing Self-Talk With Positive Actions
- Home Time

Warning Signs For Stress Overload

- Making Connections
- Warning Signs: What Are They?
 - Handout
 - HEAT: The Warning Signs
- Reducing The Heat
 - Handout
 - Dialing Down the HEAT
 - My Stress Manager for Reducing The HEAT

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 5: Child uses basic problem-solving skills to resolve conflicts with other children.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2- About Rules • Pod 3 – Marching Orders • Pod 4 – The Friendly Space • Pod 5 – Be Nimble and Quick • Pod 6 – Getting Fish To Market • Pod 7 – B Is For London Bridge • Pod 7 – Ice Cube Tray Patterns • Pod 7 – Rectangle Pass • Pod 14 – Sizing Them Up: Big and Little • Pod 15 – Creating Colors • Pod 17 – Matching: Taking It To A New Level • Pod 18 – Human Alphabet Review • Pod 19 – About Keeping Me Safe • Pod 19 – Size Matters • Pod 20 – Umbrella Crowns • Pod 22 – X Is For X-Ray • Pod 22 – Time To Grow • Pod 22 – My Shape...My Space • Pod 25 – Size Matters • Pod 27 – Volcano Evacuation • Pod 27 – Hear It...Say It
48 to 60 Months	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – Balloon Blast • Pod 1 – What’s Missing? • Pod 2 – About Rules • Pod 3 – Boys and Girls: Gender Game • Pod 4 – Safety on the Go • Pod 5 – Tell Me What You See • Pod 7 – About Fruits and Vegetables • Pod 7 – Eggshell Gardening

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Relationships with Other Children

Goal P – SE 5: Child uses basic problem-solving skills to resolve conflicts with other children.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 9 – A Feeling Thermometer • Pod 10 – Nighttime Tag • Pod 10 – Adding and Subtracting Stars • Pod 11 – Tools of The Trade • Pod 19 – Stranger Danger and More • Pod 22 – Weather and Feelings Charades • Pod 23 – Opposite Actions • Pod 24 – Name Puzzles • Pod 27 – Estimating How Many

Head Start Indicators:

- Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”
- Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.
- Expresses feelings, needs, and opinions in conflict situations.
- Seeks adult help when needed to resolve conflicts.

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 11 Temperaments

- Making Connections
- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy For Challenging Temperament Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don't's

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 15 Advancing Your Daily Do's

- The Daily Do's in Review
 - Activity
 - Daily Do Jeopardy
- Building More Daily Do's Skills
- Acknowledge Your Own Success As A Parent/Teacher/Caregiver
 - Handout
 - Outstanding Performance

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2 – About Rules • Pod 5 – Feeling Faces • Pod 6 – Getting Fish to Market • Pod 7 – Empathy Treasure Hunt • Pod 9 – About Feelings • Pod 9 – Happy and Sad Plate Faces • Pod 9 – How Are You Feeling? • Pod 9 – Learning Empathy • Pod 10 – No More Monsters In The Closet • Pod 13 – Talking Without Words • Pod 17 – Feeling Forecast • Pod 22 – My Shape... My Space
48 to 60 Months	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – One-Of-A-Kind Fingerprints • Pod 1 – What’s Missing? • Pod 3 – About My Family • Pod 3 – Boys and Girls: Gender Game • Pod 4 – Name Tracing • Pod 4 – Who Is the Owner? • Pod 9 – About Feelings • Pod 9 – A Feelings Thermometer • Pod 9 – My Favorite Color • Pod 12 – Pumpkin/Squash Discovery Party • Pod 13 – All Are Beautiful • Pod 13 – What If I Were...? • Pod 13 – Words Can Hurt Too! • Pod 13 – Opposites • Pod 14 - To Teach Children to Be Observant • Pod 15 – It’s A Beach Party • Pod 15 – Does It Sink or Float?

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 16 – About Things That Grow • Pod 16 – Babies Need Love to Grow • Pod 16 – Trees...A Valuable Resource • Pod 17 – About Homes • Pod 17 – Home Around the World • Pod 18 – About Respect and Manners • Pod 18 – Actions Speak as Loudly as Words • Pod 18 – Hurry UP! Simon Says • Pod 19 – Stranger Danger and More • Pod 20 – Seed Sound Jars • Pod 21 – Driving with My Buddy • Pod 22 – Weather and Feelings Charades • Pod 22 – Craft Stick Puppet Heroes • Pod 23 – Feather Crown Dramatic Play • Pod 24 – About Weather • Pod 25 – N is For November • Pod 25 – “Pass the Present” Good Manners • Pod 27 – About My Senses

Head Start Indicators:

- Recognizes and labels basic emotions in books or photographs.
- Uses words to describe own feelings.
- Uses words to describe the feelings of adults or other children.

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 7: Child expresses care and concern toward others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 7: Child expresses care and concern toward others.

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 7: Child expresses care and concern toward others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 11 Temperaments

- Making Connections
- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy For Challenging Temperament Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don't's

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 15 Advancing Your Daily Do's

- The Daily Do's in Review
 - Activity
 - Daily Do Jeopardy
- Building More Daily Do's Skills
- Acknowledge Your Own Success As A Parent/Teacher/Caregiver
 - Handout
 - Outstanding Performance

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 7: Child expresses care and concern toward others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 22 E-Discipline: Disciplining with E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video Positive Discipline Without Shaking, Shouting, or Spanking
- How to Say “No” Without Actually Saying “No”
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do TO Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bully’s Come From?

Growing Great Families

The Power of Appreciation

- Making Connections
- Why We All Need To Feel Appreciated
- Showing Appreciation: A Relationship Skill
 - Handout
 - How Families Accentuate Their Positives
 - Activity
 - Serving Up Compliments
- Home Time

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 7: Child expresses care and concern toward others.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4 – Helping Hands • Pod 5 - Feeling Faces • Pod 7 – Empathy Treasure Hunt • Pod 9 – About Feelings • Pod 9 - Happy and Sad Plate Faces • Pod 9 – How Are You Feeling? • Pod 9 – Learning Empathy • Pod 12 – Seeing With Our Hands • Pod 13 – About Diversity • Pod 13 – Talking Without Words • Pod 17 – Feelings Forecast • Pod 18 – About Respect and Manners • Pod 22 – My Shape...My Space
48 to 60 Months	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3 – Family Vacation • Pod 3 – Boys and Girls: Gender Game • Pod 4 – Who Is the Owner? • Pod 7 – Eggshell Gardening • Pod 9 – About Feelings • Pod 9 – A Feeling Thermometer • Pod 13 – About Diversity • Pod 13 – What If I Were...? • Pod 13 – Special Guests • Pod 13 – Words Can Hurt Too! • Pod 16 – Growing a Butterfly • Pod 16 – Babies Need Love to Grow • Pod 18 – About Respect and Manners • Pod 18 – Actions Speak as Loudly as Words • Pod 21 – Driving with My Buddy • Pod 22 – Weather and Feelings Charades

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 7: Child expresses care and concern toward others.

Head Start Indicators:

- Makes empathetic statements to adults or other children.
- Offers support to adults or other children who are distressed.

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 8: Child manages emotions with increasing independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 8: Child manages emotions with increasing independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 8: Child manages emotions with increasing independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 11 Temperaments

- Making Connections
- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy For Challenging Temperament Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don't's

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 15 Advancing Your Daily Do's

- The Daily Do's in Review
 - Activity
 - Daily Do Jeopardy
- Building More Daily Do's Skills
- Acknowledge Your Own Success As A Parent/Teacher/Caregiver
 - Handout
 - Outstanding Performance

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 8: Child manages emotions with increasing independence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 22 E-Discipline: Disciplining with E-Parenting/E-Teaching/E-Caregiving

- Discipline Basics
 - Video Positive Discipline Without Shaking, Shouting, or Spanking
- How to Say “No” Without Actually Saying “No”
 - Fewer “No’s”...More Cooperative Kids
 - Things You Can Do TO Prevent Meltdowns and Power Struggles
- The E-Discipline Strategy
 - Handout
 - E-Discipline
- Where Do Bully’s Come From?

Discipline: Strategies For Growing Self-Regulation

Subsections

- What About "Spoiling" Kids?
- Routines and Limit Setting
- E-Discipline and Redirection
 - Handout
 - E-Discipline Parenting Tool
- Discipline Supports Self-Regulation
 - Handout
 - Tips For Teaching Crawlers and Toddlers Self-Regulation
 - Tips For Growing Self-Regulation in Preschoolers
 - Activity
 - Practicing E-Discipline, Limit Setting and Redirection

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 8: Child manages emotions with increasing independence.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3 – Miss and Mr. Manners • Pod 4 – About Taking Care of Me • Pod 4 – Splish Splash Personal Hygiene • Pod 5 – D Is For Dog • Pod 5 – Bag It Dough Rings • Pod 5 – Feeling Faces • Pod 6 – Getting Fish To Market • Pod 7 – Empathy Treasure Hunt • Pod 8 – Animal Musical Chairs • Pod 9 – About Feelings • Pod 9 – Happy and Sad Plate Faces • Pod 9 – How Are You Feeling? • Pod 9 – Learning Empathy • Pod 9 – Puzzle Partners • Pod 10 – No More Monsters in the Closet • Pod 12 – Skippity-Do-Dah...Top to Bottom • Pod 12 – Seeing With Our Hands • Pod 13 – Play-Dough Ice Cream Party • Pod 13 – Talking Without Words • Pod 15 – Reach For The Sky • Pod 17 – Color Swat • Pod 18 – Catch The Worm’s Tail • Pod 24 – About Weather • Pod 24 – Sunny and Rainy Day Kangaroos • Pod 24 – Shadow Tag • Pod 25 – Gifts Galore • Pod 26 – Tic-Tac-Toe Shape Board • Pod 27 – Feet Painting

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 8: Child manages emotions with increasing independence.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – Listen Up • Pod 2 – Counting Counts • Pod 3 – Kiddy Chores • Pod 4 – I Like to Listen • Pod 4 – Ball Skills Stations • Pod 4 – Who Is the Owner? • Pod 6 – To Market...To Market • Pod 7 – Sizing Up Fruits and Vegetables • Pod 7 – Color Corners • Pod 7 – Eggshell Gardening • Pod 8 – Kangaroo Rock Jumping • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 9 – A Feeling Thermometer • Pod 10 – Adding and Subtracting Stars • Pod 13 – Limbo with a Twist • Pod 13 – Words Can Hurt Too! • Pod 15 – Guess the Shape • Pod 16 – Alphabet Pass • Pod 17 – Room by Room • Pod 17- Touching Colors • Pod 18 – About Respect and Manners • Pod 18 – Ball Basics Obstacle Course • Pod 18 – Zebra Art • Pod 19 – About Keeping Me Safe • Pod 19 – Pink Piggly Wiggly Pig • Pod 20 – Jumping Jacks

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Emotional Functioning

Goal P – SE 8: Child manages emotions with increasing independence.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 21 – All Aboard the Color Train • Pod 21 – Driving with My Buddy • Pod 22 – What Time Is It, Mr./Ms. Clock? • Pod 22 – Wait A Second...Wait A Minute • Pod 24 – About Weather • Pod 25 – N is For November • Pod 26 – Patterned Snack Sticks • Pod 26 – Animal Charades • Pod 26 – Eating By the Numbers • Pod 27 - Feet Painting

Head Start Indicators:

- Expresses feelings in ways that are appropriate to the situation.
- Looks for adult assistance when feelings are most intense.
- Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 11 Temperaments

- Making Connections
- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy For Challenging Temperament Related Behaviors
 - Handout

Preventing Behavioral Problems: Do's and Don't's

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Growing Great Families

Shaping Your Child's Future

- Making Connections
- Influencing Your Child's Development
 - Activity
 - What I'd Like For My Child
- How I Want To be Remembered As A Parent
 - Handout
 - How I Want My Child To Remember Me
- Home Time

Unique Needs: Being The Parent of A Child With Special Needs

- Making Connections
- Feelings Typical To Parents Of Children With Unique Needs
 - Handout
 - Feelings Parents Have...When Their Child Has A Unique Need
- What I Love About My Child
 - Handout
 - You Are Unique and Absolutely Lovable!
- Parenting Supports For When A Child Has Unique Needs
- Home Time

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 1 – I Know My Name • Pod 2 – Name Spotters • Pod 3 – About My Family • Pod 13 – About Diversity • Pod 13 – Talking Without Words • Pod 17 – Gender and Age • Pod 18 – About Respect and Manners • Pod 20 – “Nobody Like Me” Books • Pod 22 – My Shape...My Space • Pod 23 – Measure Me Up • Pod 25 – About Culture and Holidays • Pod 27 – About My Senses • Pod 27 – Little Taste Testers
48 to 60 Months	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 1 – One-Of-A-Kind Fingerprints • Pod 3 – About My Family • Pod 3 – In and Around the Neighborhood • Pod 4 – About Taking Care of Me • Pod 4 – Name Tracing • Pod 4 – Matching and Sorting Laundry • Pod 4 – Who Is the Owner? • Pod 5 – Right Shoe...Left Shoe

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 9 – A Feeling Thermometer • Pod 9 – My Favorite Color • Pod 13 – About Diversity • Pod 13 – All Are Beautiful • Pod 13 – What If I Were...? • Pod 13 – Opposites • Pod 14 – About Trees • Pod 15 – Does It Sink or Float? • Pod 17 – About Homes • Pod 22 – Calendars and Birthday Wall Display • Pod 24 – About Weather

Head Start Indicators:

- Describes self, using several different characteristics.
- Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 10: Child expresses confidence in own skills and positive feelings about self.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 10: Child expresses confidence in own skills and positive feelings about self.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 8 Cultivating Strong Self-Esteem

- Strong Self-Esteem: An Investment Worth Making Now
 - Handout
 - Self-Esteem Boosters
 - Activity
 - Self-Esteem Paper Dolls
 - Color Me Self-Esteem
 - Handout
 - Self-Esteem Busters
- Daily Schedules and Routines
 - Handout
 - On Schedule for Parents
 - On Schedule for Child Caregivers and Preschool Teachers

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
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 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 10: Child expresses confidence in own skills and positive feelings about self.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 11 Temperaments

- Making Connections
- What is Temperament?
 - Handout
 - Temperamental Characteristics: What Makes Us Unique
- Temperaments: Those Challenging Behaviors
 - Handout
 - Common Behavior Problems Related to Temperament
 - Activity
 - Changing Places
- Prevention: The Best Strategy For Challenging Temperament Related Behaviors
 - Handout
 - Preventing Behavioral Problems: Do's and Don't's

Growing Great Families

Sizing Up Your Strengths...Reducing Stress

- Making Connections
- Traits and Skills That Inspire Success
 - Handout
 - Personal Bests...Your Personal Assets
- What Are Your Stressors
 - Handout
 - The Stress Scale
- Using Your Personal Strengths To Reduce Stress
 - Handout
 - My Stress Manager
- Home Time

Becoming Your Own Personal Coach

- Making Connections
- Your Personal Bests: The First Steps In Personal Coaching
- The Next Step: Developing Personal Coaching Messages
 - Handout
 - Personal Coaching Messages Worksheet
- How and When To Use My Personal Coaching Messages
- Pairing Self-Talk With Positive Actions
- Home Time

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 10: Child expresses confidence in own skills and positive feelings about self.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3 – Miss and Mr. Manners • Pod 4 – About Taking Care of Me • Pod 4 – Splish Splash Personal Hygiene • Pod 9 – Happy and Sad Plate Faces • Pod 9 – How Are You Feeling? • Pod 10 – Hatch A Pajama Match • Pod 11 – Where Does It Belong? • Pod 11 – Go-Fors • Pod 12 – Big Helpers • Pod 18 – Good Helpers • Pod 26 – Pumpkin/Pineapple Puzzles • Pod 26 – Self-Care Bag Pass
48 to 60 Months	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 1 – Body Part Puzzles • Pod 1 – What’s Missing? • Pod 2 – About Rules • Pod 3 – About My Family • Pod 3 – Boys and Girls: Gender Game • Pod 3 – Kiddy Chores • Pod 4 – About Taking Care of Me • Pod 4 – Name Tracing • Pod 4 – I Like to Listen • Pod 4 – Matching and Sorting Laundry • Pod 4 – Who Is the Owner? • Pod 5 – Right Shoe...Left Shoe

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 10: Child expresses confidence in own skills and positive feelings about self.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 9 – Musical Chair Emotions • Pod 9 – A Feeling Thermometer • Pod 9 – My Favorite Color • Pod 13 – All Are Beautiful • Pod 13 – What If I Were...? • Pod 17 – About Homes • Pod 22 – Weather and Feelings Charades • Pod 23 – Opposite Actions • Pod 24 – Name Puzzles • Pod 27 – Estimating How Many

Head Start Indicators:

- Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.
- Expresses own ideas or beliefs in group contexts or in interactions with others.
- Uses positive words to describe self, such as kind or hard-worker.

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 11: Child has sense of belonging to family, community, and other groups.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 11: Child has sense of belonging to family, community, and other groups.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 24 Growing Great Traditions

- Making Connections
- Traditions: A Sense Of Time and Feelings Of Belonging
- Passing On Traditions
 - Handout
 - Traditions Build Magical Memories
- Home Time

Growing Great Families

Shaping Your Child’s Future

- Making Connections
- Influencing Your Child’s Development
 - Activity
 - What I’d Like For My Child
- How I Want To be Remembered As A Parent
 - Handout
 - How I Want My Child To Remember Me
- Home Time

Learning About Family Values and Strengths: Strengthening Family Foundations

- Home Time
- Your Family Portrait
 - Handout
 - Our Family
- Skill Sets Strong Families Have
 - Handout
 - Skill Sets of Strong Families
- Defining And Living Your Values
 - Handout
 - Values: What Is Important To Me
 - Defining Family Values
 - Our Family Values...Strengthening Our Family’s Foundation
- Values: “Walking Your Talk”
 - Handout
 - Growing Family Values Skills: Monthly Worksheet
- Home Time

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 11: Child has sense of belonging to family, community, and other groups.

Growing Great Kids for Preschoolers 3 to 5 Years

Family Traditions and Cultural Practices

- Making Connections
- Your Traditions and Family Practices
 - Handout
 - Traditions: Giving My Children Feelings Of Belonging
- Your Cultural Heritage
- Home Time

Growing Your Support Network: Strengthening Protective Buffers

- Making Connections
- Family Support Networks: Increasing Awareness
 - Handout
 - Our Family's Support Network Quilt
- Steps For Building Your Support Network
- Home Time

Becoming A 3-Generation Family

- Making Connections
- The Day I Discovered I Would Be A Grandparent
- I Appreciate The Greatness In You
 - Handout
 - Appreciation Messages From My Heart to Mom/Dad
 - Appreciation Messages From My Heart to My Daughter/Son
- Home Time

Memories and Family Stories: Giving Children Feelings of Belonging

- Making Connections
- Celebrating and Remembering
 - Activity
 - Memory Box
- Storytelling: A Family's Narrative History
 - Handout
 - Storytelling: Preserving Your Family History
- Recording Your Child's History
 - Activity
 - Coin Cards

SOCIAL AND EMOTIONAL DOMAIN

Sub-Domain: Sense of Identity and Belonging

Goal P – SE 11: Child has sense of belonging to family, community, and other groups.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 3 – About My Family • Pod 13 – About Diversity • Pod 17 – About Homes • Pod 17 – Gender and Age • Pod 18 – About Respect and Manners • Pod 19 – The Waiting Song • Pod 25 – About Culture and Holidays • Pod 25 – Ola Pinata
48 to 60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 1 – One-Of-A-Kind Fingerprints • Pod 3 - About My Family • Pod 3 – In and Around the Neighborhood • Pod 4 – Name Tracing • Pod 9 – My Favorite Color • Pod 10 – Evening Routines • Pod 13 – What If I Were...? • Pod 11 – Preschool Chore Straws • Pod 17 – About Homes • Pod 17 – Room by Room • Pod 22 – Calendars and Birthday Wall Display • Pod 25 – About Culture and Holidays • Pod 25 – Chopsticks Pick-Up • Pod 25 – Fireworks Chalk Art

Head Start Indicators:

- Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.
- Relates personal stories about being a part of different groups.
- Identifies similarities and differences about self across familiar environments and settings.

Language/Communication/Literacy Domain

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 1: Child attends to communication and language from others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 1: Child attends to communication and language from others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 1: Child attends to communication and language from others.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
 - The 5 building Blocks for Reading and Writing

Module 23 Including Children With Special Needs

- Our Fears and Misconceptions
- Influencing Brain Development of Children With Physical, Emotional, Social and Mental Challenges
 - Handout
 - Developing Brains Need Stimulation
 - Video
 - What Happened To The Romanian Children?
 - Applying Sensory Integration Principles Where Children Learn and Play
- Benefits Of Including Children With Special Needs
- Including And Stimulating Children With Special Needs
 - Handout
 - Including Children with Special Needs
 - Activity
 - Beach Ball Toss
- We Are Creatures Of The Sea

Growing Great Families

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language
- Home Time

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 1: Child attends to communication and language from others.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1- Hello Alphabet • Pod 1- Dotted Circles • Pod 1 – In The Hoop • Pod 2- Name Spotters • Pod 2 - Noisemakers • Pod 3 – Home Builders • Pod 3- Read to Me • Pod 4 – Splish Splash Personal Hygiene • Pod 4 - Fancy Footwork • Pod 5 - D Is For Dog • Pod - Bag It Dough Rings • Pod 5 – Wind Chimes • Pod 5 – Beach Ball Toss • Pod 6 – We Are Creatures of the Sea • Pod 8 - R is Rooster • Pod 10 – Y Is For You • Pod 11 – Go For’s • Pod 13 – Diversity In Circles • Pod 14 – Musical Tees • Pod 15 – Reach For The Sky • Pod 16 – Ziplock butterflies • Pod 18 – Catch The Worm’s Tail • Pod 19 – K Is For Kangaroo • Pod 19 – Telephone Number Hop-Scotch • Pod 19 – The Waiting Song • Pod 19 – The Geometry Hunt • Pod 21 – All Aboard! • Pod 21 – Toss With A Splash • Pod 22 – Bean Bag Hide and Seek • Pod 25 – N Is For No • Pod 26 – Iholá Pinata! • Pod 25 – Hot Hooper • Pod 27 – 7 Caps and Cans

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 1: Child attends to communication and language from others.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Alphabet Alley • Pod 3 – Snip-Snap Scissors Skills • Pod 3 – Kiddy Chores • Pod 4 – Safety on the Go • Pod 4 – I Like to Listen • Pod 5 – Tell Me What You See • Pod 5 – Right Shoe...Left Shoe • Pod 6 – About Sea Creatures • Pod 6 – To Market...To Market • Pod 7 – About Fruits and Vegetables • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 9 – Shape Detectives • Pod 10 – About Day and Night • Pod 10 – Sun and Moon...Where Should You Be? • Pod 10 – Adding and Subtracting Stars • Pod 11 – Tools of the Trade • Pod 11 – Preschool Chore Straws • Pod 12 – About Textures • Pod 12 – Texture Collages • Pod 13 – Words Can Hurt Too! • Pod 13 – Opposites • Pod 15 – It’s A Beach Party • Pod 16 – Growing a Butterfly • Pod 16 – Babies Need Love to Grow • Pod 16 – Trees...A Valuable Resource • Pod 17 – About Homes • Pod 17 – Homes Around the World • Pod 17 – Room by Room • Pod 18 – About Respect and Manners • Pod 18 – Actions Speak as Loudly as Words • Pod 18 – Hurry Up! Simon Says • Pod 18 – Zebra Art

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 1: Child attends to communication and language from others.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 19 – About Keeping Me Safe • Pod 19 – Stranger Danger and More • Pod 19 – Brother Bear’s Broken Bones • Pod 20 – Seed Sound Jars • Pod 21 – About Transportation • Pod 22 – What Time Is It, Mr./Ms. Clock? • Pod 22 – Craft Stick Puppet Heroes • Pod 23 – Zip-Lock Birds • Pod 23 – Feather Crown Dramatic Play • Pod 24 – About Weather • Pod 24 – W is For Wave and Wink • Pod 24 – Have You Ever Seen the Wind? • Pod 24 – Name Puzzles • Pod 25 – “Pass the Present” Good Manners • Pod 26 – Animal Charades • Pod 27 – About My Senses • Pod 27 – Listen and Watch Closely • Pod 27 – “They Come in Pairs” Collage • Pod 27 – Estimating How Many

Head Start Indicators:

- Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.
- Shows ongoing connection to a conversation, group discussion, or presentation.

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 2: Child understands and responds to increasingly complex communication and language from others.

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 2: Child understands and responds to increasingly complex communication and language from others.

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
 - The 5 building Blocks for Reading and Writing

Growing Great Families

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language
- Home Time

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 2: Child understands and responds to increasingly complex communication and language from others.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1- Hello Alphabet • Pod 1- Dotted Circles • Pod 1 – In The Hoop • Pod 2- Name Spotters • Pod 2 - Noisemakers • Pod 3 – Home Builders • Pod 3- Read to Me • Pod 4 – Splish Splash Personal Hygiene • Pod 4 - Fancy Footwork • Pod 5 - D Is For Dog • Pod - Bag It Dough Rings • Pod 5 – Wind Chimes • Pod 5 – Beach Ball Toss • Pod 6 – We Are Creatures of the Sea • Pod 8 - R is Rooster • Pod 10 – Y Is For You • Pod 11 – Go For’s • Pod 13 – Diversity In Circles • Pod 14 – Musical Tees • Pod 15 – Reach For The Sky • Pod 16 – Ziplock butterflies • Pod 18 – Catch The Worm’s Tail • Pod 19 – K Is For Kangaroo • Pod 19 – Telephone Number Hop-Scotch • Pod 19 – The Waiting Song • Pod 19 – The Geometry Hunt • Pod 21 – All Aboard! • Pod 21 – Toss With A Splash • Pod 22 – Bean Bag Hide and Seek • Pod 25 – N Is For No • Pod 26 – Ola Pinata! • Pod 25 – Hot Hooper • Pod 27 – 7 Caps and Cans

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 2: Child understands and responds to increasingly complex communication and language from others.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – One-Of-A-Kind Fingerprints • Pod 1 – Listen Up • Pod 1 – Balloon Blast • Pod 2 – About Rules • Pod 3 – Family Vacation • Pod 3 – Snip-Snap Skills • Pod 3 – Kiddy Shores • Pod 4 – Safety on the Go • Pod 4 – I Like to Listen • Pod 5 – Tell Me What You See • Pod 5 – Blow Art • Pod 6 – About Sea Creatures • Pod 6 – Skip-To-My-Lou Turtles • Pod 6 – Flip-Flop Parachute • Pod 6 – To Market...To Market • Pod 7 – About Fruits and Vegetables • Pod 8 – The Mighty Lion • Pod 8 – Kangaroo Rock Jumping • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 10 – About Day and Night • Pod 10 – Evening Routines • Pod 10 – Sun and Moon... Where Should You Be? • Pod 10 – Adding and Subtracting Stars • Pod 10 – Paper Plate Suns • Pod 10 – Colored Salt Cloud Designs • Pod 11 – Tools of the Trade • Pod 11 – Clean Up Time • Pod 11 – This is the Way We Build a House

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 2: Child understands and responds to increasingly complex communication and language from others.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 12 – About Textures • Pod 12 – P is For Policeman • Pod 12 – Texture Rubbings • Pod 12 – Texture Collages • Pod 12 – Peanut Gallery • Pod 13 – All Are Beautiful • Pod 13 – What If I Were...? • Pod 13 – Limbo with a Twist • Pod 13 – Words Can Hurt Too! • Pod 13 – Opposites • Pod 14 – We Are Wild Animals • Pod 15 – It’s A Beach Party • Pod 15 – Follow the Raindrops • Pod 17 – Homes Around the World • Pod 17 – Houses by the Number • Pod 18 – Z is For Zipper • Pod 18 – Actions Speak as Loudly as Words • Pod 18 – Hurry Up! Simon Says • Pod 19 – About Keeping Me Safe • Pod 20 – Seed Sound Jars • Pod 20 – Jumping Jacks • Pod 21 – All Aboard the Color Train • Pod 21 – Driving with My Buddy • Pod 21 – A Speedy Car Goes By • Pod 22 – About Time and Calendars • Pod 22 – What Time Is It, Mr./Ms. Clock? • Pod 24 – W is For Wave and Wink • Pod 24 – Have You Ever Seen the Wind? • Pod 24 – Jump, Jump, Jump Rope • Pod 25 – N is For November • Pod 25 – “Pass the Present” Good Manners • Pod 26 – About Eating Healthy Foods • Pod 27 – Listen and Watch Closely • Pod 27 – Rainbow Science

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 2: Child understands and responds to increasingly complex communication and language from others.

Head Start Indicators:

- Shows an ability to recall (in order) multiple step directions.
- Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?”
- Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.
- Shows an understanding of talk related to the past or future.
- Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.

Sub-Domain: Attending and Understanding

Goal P – LC 3: Child varies the amount of information provided to meet the demands of the situation.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 3: Child varies the amount of information provided to meet the demands of the situation.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 3: Child varies the amount of information provided to meet the demands of the situation.

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
 - The 5 building Blocks for Reading and Writing

Growing Great Families

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language
- Home Time

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 3: Child varies the amount of information provided to meet the demands of the situation.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 2 – About Rules • Pod 3 – About My Family • Pod 3 – Miss and Mr. Manners • Pod 4 – Splish Splash Personal Hygiene • Pod 4 – Out of Reach • Pod 4 – Helping Hands • Pod 5 – About Things That Move • Pod 5 – Feeling Faces • Pod 7 – Empathy Treasure Hunt • Pod 8 – About Animals • Pod 8 – Where Are The Bears Sleeping • Pod 9 – About Feelings • Pod 9 – Learning Empathy • Pod 11 – Doctor, Doctor, I Am Sick • Pod 12 – Big Helpers • Pod 12 – Shoe and Sock Skating • Pod 13 – About Diversity • Pod 13 – Talking Without Words • Pod 13 – Birthday Math • Pod 13 – About Trees • Pod 16 – About Things That Grow • Pod 16 – Ziploc Butterflies • Pod 17 – Feelings Forecast • Pod 18 – About Respect and Manners • Pod 19 – About Keeping Me Safe • Pod 21 – Transportation • Pod 22 – Time To Grow • Pod 22 – Calling All Calendars • Pod 23 – About Birds • Pod 24 – Shadow Tag • Pod 25 – About Culture and Holidays

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 3: Child varies the amount of information provided to meet the demands of the situation.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – Spiderweb Yarn Toss • Pod 1 – What’s Missing? • Pod 2 – Clean Up Time • Pod 3 – In and Around the Neighborhood • Pod 3 – Family Vacation • Pod 3 – Kiddy Chores • Pod 4 – A is For Ambulance • Pod 4 – Safety on the Go • Pod 5 – About Things That Move • Pod 5 – Tell Me What You See • Pod 6 – About Sea Creatures • Pod 6 – T is For Tadpole • Pod 6 – To Market...To Market • Pod 7 – About Fruits and Vegetables • Pod 8 – About Animals • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 10 – About Day and Night • Pod 10 – Y is For Yo-Yo • Pod 10 – Evening Routines • Pod 11 – E is For Eggshell Elephants • Pod 11 – Tools of the Trade • Pod 11 – Preschool Chore Straws • Pod 12 – About Textures • Pod 12 – Pumpkin/Squash Discovery Party • Pod 12 – Texture Collages

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Attending and Understanding

Goal P – LC 3: Child varies the amount of information provided to meet the demands of the situation.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 13 – V is For Value • Pod 13 – All Are Beautiful • Pod 13 – What If I Were...? • Pod 13 – Opposites • Pod 14 – About Trees • Pod 15 – It’s A Beach Party • Pod 16 - About Things That Grow • Pod 16 – Trees...A Valuable Resource • Pod 17 – Homes Around the World • Pod 17 – Room by Room • Pod 18 – Actions Speak as Loudly as Words • Pod 18 – Hurry Up! Simon Says • Pod 19 – Stranger Danger and More • Pod 19 – Brother Bear’s Broken Bones • Pod 20 – Seed Sound Jars • Pod 21 – About Transportation • Pod 21 – Driving with My Buddy • Pod 22 – Craft Stick Puppet Heroes • Pod 23 – Feather Crown Dramatic Play • Pod 24 – About Weather • Pod 25 – “Pass the Present” Good Manners • Pod 26 – About Eating Healthy Foods • Pod 26 – S is For Snacks • Pod 26 – Animal Charades • Pod 27 – About My Senses • Pod 27 – H is For Heart

Head Start Indicators:

- Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.
- Uses language, spoken or sign, to clarify a word or statement when misunderstood.
- Children who are DLLs may switch between their languages.

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 4: Child understands, follows, and uses appropriate social and conversational rules.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 4: Child understands, follows, and uses appropriate social and conversational rules.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 4: Child understands, follows, and uses appropriate social and conversational rules.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
 - The 5 building Blocks for Reading and Writing

Growing Great Families

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language
- Home Time

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 4: Child understands, follows, and uses appropriate social and conversational rules.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – 4 Little Mice • Pod 2 – About Rules • Pod 2 – Noisemakers • Pod 3 – Miss and Mr. Manners • Pod 4 – Helping Hands • Pod 4- The Friendly Space • Pod 5 – Be Nimble and Quick • Pod 5 – Feeling Faces • Pod 7 – B is for London Bridge • Pod 7 – Ice Cube Tray Patterns • Pod 7 – Empathy Treasure Hunt • Pod 9 – Friendship Necklace • Pod 9 – Happy and Sad Plate Faces • Pod 9- About Feelings • Pod 9 – How Are You Feeling • Pod 9 – Learning Empathy • Pod 10 – No More Monster in the Closet • Pod 11 – Big Helpers • Pod 13 – About Diversity • Pod 14 – Dancing with Bubbles • Pod 14 – Row, Row, Your Boat • Pod 18 – About Respect and Manners • Pod 19 – What Should You Do? • Pod 20 – Manners Count • Pod 22 – My Shape...My Space • Pod 23 – Rainbow of Color • Pod 23 - Measure Me Up • Pod 24 – Have a Ball • Pod 24 – Putting Things In Order • Pod 25 – About Culture and Holidays • Pod 25 - Fantastic Fans • Pod 27 – Feet Painting

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 4: Child understands, follows, and uses appropriate social and conversational rules.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Balloon Blast • Pod 2 - Clean Up Time • Pod 3 – Family Vacation • Pod 3 – Kiddy Chores • Pod 4 – Safety on the Go • Pod 5 – Tell Me What You See • Pod 6 – About Sea Creatures • Pod 6 – To Market...To Market • Pod 7 – About Fruits and Vegetables • Pod 8 – About Animals • Pod 8 – Guess the Animal • Pod 9 - About Feelings • Pod 9 – Musical Chair Emotions • Pod 9 – A Feeling Thermometer • Pod 10 – About Day and Night • Pod 11 – Tools of the Trade • Pod 11 – Preschool Chore Straw • Pod 11 – Clean Up Time • Pod 12 – About Textures • Pod 12 – Texture Collages • Pod 13 – All Are Beautiful • Pod 13 – What If I Were...? • Pod 13 – Limbo with a Twist • Pod 13 – Words Can Hurt Too! • Pod 13 – Opposites • Pod 15 – I is For Inside • Pod 15 – It’s Beach Party • Pod 15 – Does It Sink or Float?

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 4: Child understands, follows, and uses appropriate social and conversational rules.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 16 – About Things that Grow • Pod 16 – Growing a Butterfly • Pod 16 – Babies Need to Love to Grow • Pod 16 – Trees...A Valuable Resource • Pod 16 – Alphabet Pass • Pod 17 – About Homes • Pod 17 – Homes Around the World • Pod 17 – Room by Room • Pod 17 – Houses by the Number • Pod 18 – Actions Speak as Loudly as Words • Pod 18 – Hurry Up! Simon Says • Pod 19 – Stranger Danger and More • Pod 19 – Brother Bear’s Broken Bones • Pod 20 – L is For Lamb • Pod 20 – Seed Sound Jars • Pod 21 – About Transportation • Pod 21 – Driving with my Buddy • Pod 22 – What Time Is It, Mr./Ms. Clock? • Pod 22 – Craft Stick Puppet Heroes • Pod 23 – Feather Crown Dramatic Play • Pod 24 – About Weather • Pod 24 – W is For Wave and Wink • Pod 24 – Have You Ever Seen the Wind? • Pod 25 – “Pass the Present” Good Manners • Pod 26 – About Eating Healthy Foods • Pod 26 – S is For Snacks • Pod 27 – About My Senses • Pod 27 – H is For Heart • Pod 27 – Listen and Watch Closely

Head Start Indicators:

- Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.
- With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 5: Child expresses self in increasingly long, detailed, and sophisticated ways.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 5: Child expresses self in increasingly long, detailed, and sophisticated ways.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 5: Child expresses self in increasingly long, detailed, and sophisticated ways.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
 - The 5 building Blocks for Reading and Writing

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language
- Home Time

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 5: Child expresses self in increasingly long, detailed, and sophisticated ways.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 7 – Search For The Color Black • Pod 7 – Fruity Directions • Pod 8 – 8 little Bunnies • Pod 8 – Where Are The Bears Sleeping? • Pod 11 – Go For’s • Pod 12 – Big Helpers • Pod 14 – Pear Tree Puzzles • Pod 15 – About Water Exploration • Pod 16 - Growing Up • Pod 16 – About Homes • Pod 17 – Corn Crop • Pod 21 – Zip It Up • Pod 23 – Measure Me Up • Pod 23 – Rainbow Colors • Pod 25 – Size Matters • Pod 25 – Iholá Pinata! • Pod 26 – About Food and Food Preparation • Pod 26 – From Eggs To Chickens • Pod 26 – Self-Care Bag Pass
48 to 60 Months	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – Spiderweb Yarn Toss • Pod 1 – What’s Missing? • Pod 2 – About Rules • Pod 2 – Clean Up Time • Pod 3 – In and Around the Neighborhood • Pod 3 – Family Vacation • Pod 3 – Kiddy Chores • Pod 4 – A is For Ambulance • Pod 4 – Safety on the Go

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 5: Child expresses self in increasingly long, detailed, and sophisticated ways.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	<ul style="list-style-type: none"> • Pod 5 – About Things That Move • Pod 5 – Tell Me What You See • Pod 6 – About Sea Creatures • Pod 6 – T is For Tadpole • Pod 6 – Fish on a Stick • Pod 6 – Flip-Flop Parachute • Pod 6 – To Market...To Market • Pod 7 – About Fruits and Vegetables • Pod 8 – About Animals • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – G is For Grass • Pod 9 – Musical Chair Emotions • Pod 10 – About Day and Night • Pod 10 – Y is For Yo-Yo • Pod 10 – Evening Routines • Pod 11 – Preschool Chore Straws • Pod 12 – About Textures • Pod 12 – Texture Collages • Pod 13 – V is For Value • Pod 13 – All Are Beautiful • Pod 13 – What If I Were...? • Pod 13 – Limbo with a Twist • Pod 13 – Words Can Hurt Too! • Pod 13 – Opposites • Pod 14 – About Trees • Pod 14 – We Are Wild Animals • Pod 15 – About Water Exploration • Pod 15 – I is For Inside • Pod 15 – It’s A Beach Party • Pod 15 – Does It Sink or Float?

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Communicating and Speaking

Goal P – LC 5: Child expresses self in increasingly long, detailed, and sophisticated ways.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	<ul style="list-style-type: none"> • Pod 16 – About Things that Grow • Pod 16 – O is For Outdoors • Pod 16 – Growing a Butterfly • Pod 16 – Babies Need Love to Grow • Pod 16 – Trees...A Valuable Resource • Pod 17 – About Homes • Pod 17 – Home Around the World • Pod 17 – Room by Room • Pod 18 – Hurry Up! Simon Says • Pod 19 – Stranger Danger and More • Pod 19 – Brother Bear’s Broken Bones • Pod 20 – Seed Sound Jars • Pod 21 – About Transportation • Pod 21 – Driving with my Buddy • Pod 22 – Craft Stick Puppet Heroes • Pod 23 – Feather Crown Dramatic Play • Pod 24 – About Weather • Pod 25 – “Pass the Present” Good Manners • Pod 26 – About Eating Healthy Foods • Pod 26 – S is For Snacks • Pod 26 – Animal Charades • Pod 27 – About My Senses • Pod 27 – H is For Heart

Head Start Indicators:

- Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.
- Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.
- Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 6: Child understands and uses a wide variety of words for a variety of purposes.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 6: Child understands and uses a wide variety of words for a variety of purposes.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 6: Child understands and uses a wide variety of words for a variety of purposes.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
 - The 5 building Blocks for Reading and Writing

Growing Great Families

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language
- Home Time

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 6: Child understands and uses a wide variety of words for a variety of purposes.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 2 – M Is For Monkey • Pod 3 – Read to Me • Pod 4 – Splish Splash Personal Hygiene • Pod 4 – Up and Down the Stairs We Go • Pod 5 – About Things That Move • Pod 5 - Feeling Faces • Pod 5 – D is Dog • Pod 6 – About Sea Creatures • Pod 6 – T Is For Tubby The Turtle • Pod 6 – We Are Creatures of the Sea • Pod 7 – About Fruits and Vegetables • Pod 7 – B is For London Bridge • Pod 7 - Ice Cube Tray Patterns • Pod 7 – The Color Is Black • Pod 8 – About Animals • Pod 8 – Cotton Bal Sheep • Pod 9 – G is for Glitter • Pod 9 – About Feelings • Pod 9 – How Are You Feeling • Pod 10 – About Day and Night • Pod 10 – y is For You • Pod 10 – No More Monsters In The Closet • Pod 11 – E Is For Elephant • Pod 11- Doctor, Doctor I Am Sick • Pod 11 – Skippity-Do-Dah...Top To Bottom • Pod 12 – About Texture • Pod 12 – V Is For Valentine • Pod 12 – Cloud Animals • Pod 13 – P is for Parrot

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 6: Child understands and uses a wide variety of words for a variety of purposes.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 14 – About Trees • Pod 14 - C is for Coconut • Pod 14 – Taste Detectives • Pod 15 – I is for Ice Cream • Pod 15 – O is for Ocean • Pod 17 – About Home • Pod 17 – Q is for Quack • Pod 17 – Where Does The Animal Live • Pod 17 – Take It To A New Level • Pod 17 – Feelings Forecast • Pod 18 – Z is for Zebra • Pod 19 – K is for Kangaroo • Pod 20 -L is for Ladder • Pod 20 -Umbrella Crowns • Pod 20 – No Body Like Me Books • Pod 20 - Under and On Top of Collage • Pod 21 – About Transportation • Pod 21- U is for Umbrella • Pod 22 – X is for X-ray • Pod 22 – F is for Fun • Pod 22 – About Weather • Pod 24 – W is for Wow • Pod 25 – N is for No • Pod 26 – S is for Snake • Pod 27 – About My Senses • Pod 27 – H is for Honey • Pod 27 – Little Taste Testers

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 6: Child understands and uses a wide variety of words for a variety of purposes.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – Spiderweb Yarn Toss • Pod 1 – What’s Missing? • Pod 2 – Be My Friend • Pod 3 – In and Around the Neighborhood • Pod 4 – A is For Ambulance • Pod 4 – Safety on the Go • Pod 5 – About Things That Move • Pod 5 – Tell Me What You See • Pod 6 – About Sea Creatures • Pod 6 – Fish on a Stick • Pod 6 – Flip-Flop Parachute • Pod 6 – To Market...To Market • Pod 7 – About Fruits and Vegetables • Pod 8 – About Animals • Pod 8 – R is For Rabbit • Pod 8 – Guess the Animal • Pod 9 – About Feelings • Pod 9 – Musical Chair Emotions • Pod 9 – Measure Me • Pod 9 – About Day and Night • Pod 10 – Y is For Yo-Yo • Pod 11 – E is For Eggshell Elephants • Pod 11 – Tools of the Trade • Pod 12 – About Textures • Pod 12 – Texture Collages

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 6: Child understands and uses a wide variety of words for a variety of purposes.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 13 – About Diversity • Pod 13 – V is For Value • Pod 13 – All Are Beautiful • Pod 13 – What If I Were...? • Pod 13 – Limbo with a Twist • Pod 13 – Words Can Hurt Too! • Pod 13 – Opposites • Pod 14 – About Trees • Pod 14 – We Are Wild Animals • Pod 15 – I is For Inside • Pod 15 – It’s A Beach Party • Pod 15 – Does It Sink or Float? • Pod 16 – About Things that Grow • Pod 16 – O is For Outdoors • Pod 16 – Growing A Butterfly • Pod 16 – Trees...A Valuable Resource • Pod 16 – Alphabet Pass • Pod 17 – About Homes • Pod 17 – Homes Around the World • Pod 18 – Hurry Up! Simon Says • Pod 19 – Stranger Danger and More • Pod 19 – Brother Bear’s Broken Bones • Pod 20 – L is For Lamb • Pod 20 – Seed Sound Jars • Pod 21 – About Transportation • Pod 21 – Driving with my Buddy • Pod 22 – Craft Stick Puppet Heroes • Pod 23 – Feather Crown Dramatic Play • Pod 24 – About Weather • Pod 25 – “Pass the Present” Good Manners • Pod 26 – S is For Snacks • Pod 27 – About My Senses • Pod 27 – H is For Heart

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 6: Child understands and uses a wide variety of words for a variety of purposes.

Head Start Indicators:

- Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.
- Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.
- With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes.
- With support, forms guesses about the meaning of new words from context clues.

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 7: Child shows understanding of word categories and relationships among words.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 7: Child shows understanding of word categories and relationships among words.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 7: Child shows understanding of word categories and relationships among words.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
 - The 5 building Blocks for Reading and Writing

Growing Great Families

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language
- Home Time

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 7: Child shows understanding of word categories and relationships among words.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 7 – Search For The Color Black • Pod 7 – Fruity Directions • Pod 8 – 8 little Bunnies • Pod 8 – Where Are The Bears Sleeping? • Pod 11 – Go For’s • Pod 12 – Big Helpers • Pod 14 – Pear Tree Puzzles • Pod 15 – About Water Exploration • Pod 16 - Growing Up • Pod 16 – About Homes • Pod 17 – Corn Crop • Pod 21 – Zip It Up • Pod 23 – Measure Me Up • Pod 23 – Rainbow Colors • Pod 25 – Size Matters • Pod 25 – Iholá Pinata! • Pod 26 – About Food and Food Preparation • Pod 26 – From Eggs To Chickens • Pod 26 – Self-Care Bag Pass
48 to 60 Months	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	<ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – Balloon Blast • Pod 1 – What’s Missing? • Pod 3 – Family Vacation • Pod 3 – Snip-Snap Scissors Skills • Pod 4 – A is For Ambulance • Pod 4 – Nuts and Bolts • Pod 4 – Matching and Sorting Laundry • Pod 5 – About Things that Move • Pod 5 – Right Shoe...Left Shoe

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 7: Child shows understanding of word categories and relationships among words.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	<ul style="list-style-type: none"> • Pod 6 – About Sea Creatures • Pod 6 – T is For Tadpole • Pod 6 – Fish on a Stick • Pod 6 – Flip-Flop Parachute • Pod 7 – About Fruits and Vegetables • Pod 7 – Sizing Up Fruits and Vegetables • Pod 7 – Lemon Baskets • Pod 8 – About Animals • Pod 8 – R is For Rabbit • Pod 8 – Natural Habitats • Pod 8 – Letter B.I.N.G.O • Pod 9 – About Feelings • Pod 9 – My Favorite Color • Pod 9 – Shape Detectives • Pod 9 – Measure Me • Pod 10 – About Day and Night • Pod 10 – Y is For Yo-Yo • Pod 10 – Evening Routines • Pod 12 – About Textures • Pod 12 – Pumpkin/Squash Discovery Party • Pod 12 – Texture Collages • Pod 13 – About Diversity • Pod 13 – V is For Value • Pod 13 – All Are Beautiful • Pod 13 – Limbo with a Twist • Pod 13 – Opposites • Pod 14 – About Trees • Pod 14 – We Are Wild Animals

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Vocabulary

Goal P – LC 7: Child shows understanding of word categories and relationships among words.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	<ul style="list-style-type: none"> • Pod 15 – About Water Exploration • Pod 15 – I is For Inside • Pod 15 – Does It Sink or Float? • Pod 15 – Follow the Raindrops • Pod 16 – About Things that Grow • Pod 16 – O is For Outdoors • Pod 16 – Growing a Butterfly • Pod 16 – Alphabet Pass • Pod 17 – Room by Room • Pod 18 – Hurry Up! Simon Says • Pod 20 – L is For Lamb • Pod 21 – Transportation Mobiles • Pod 22 – Calendars and Birthday Wall Display • Pod 23 – About Birds • Pod 23 – Feather Crown Dramatic Play • Pod 23 – Opposite Actions • Pod 23 – Ice Cube Tray Shape Puzzles • Pod 24 – About Weather • Pod 24 – Under and Above My Umbrella • Pod 26 – “Pass the Present” Good Manners • Pod 26 – S is For Snacks • Pod 27 – About My Senses • Pod 27 – H is For Heart

Head Start Indicators:

- Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.
- Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”
- Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.
- Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.
- Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Phonological Awareness

Goal P – LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 1 Introducing the Daily Do's For Preschoolers

- The Joys and Challenges of Caring For Preschoolers
- The Daily Do's: Essential Parenting/Teaching/Caregiving Skills Sets
 - Handout
 - Developmental Banking
 - Daily Do's for Preschoolers
 - Activity
 - You Can Bank on Me

Module 2 Building Your E-Parenting/E-Teaching/E-Caregiving Daily Do Skills

- Giving Children An Emotional Edge
 - Handout
 - The Emotional Edge
- The Power of "E" (Empathy)
 - Handout
 - E-Parenting/Caregiving/Teaching for Preschoolers
- Learning The Steps
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving: Putting It Into Practice
- Feelings That Preschoolers Express
 - Activity
 - Making Faces
 - Handout
 - Feeling Faces
 - Activity
 - The Feeling Express Train
- E-Parenting/E-Teaching/E-Caregiving: Practice Makes Permanent
 - Activity
 - Practicing E-Parenting/E-Teaching/E-Caregiving for Preschoolers

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Phonological Awareness

Goal P – LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 9 Supporting Social and Emotional Development

- Making Connections
- What Have You Done Already To Support Social and Emotional Development
- Social and Emotional Development: What Can You Expect?
 - Handout
 - Predicting School Success
 - Social and Emotional Development for 3 year olds
 - Social and Emotional Development for 4 and 5 Year Olds
- Assessing Social and Emotional Development
- Preschoolers and Their Aggressions
 - Handout
 - Types of Childhood Aggression
- Building Social Skills in Preschoolers
 - Handout
 - Character Builders for Preschoolers

Module 13 Advancing Your E-Parenting/E-Teaching/E-Caregiving Skills

- Checking In One E-Parenting/E-Teaching/E-Caregiving
- Today Will Count Tomorrow
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Payoffs for Preschoolers
- Time For Feelings
 - Activity
 - Feelings Clock
- E-Parenting/E-Teaching/E-Caregiving Step #4: Building Internal Controls and Teaching Children Problem Solving and Conflict Resolution
 - Video: What Do You Do With The Mad That You Feel?
 - Handout
 - E-Parenting/E-Teaching/E-Caregiving Upgrades

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Phonological Awareness

Goal P – LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
 - The 5 building Blocks for Reading and Writing

Growing Great Families

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language
- Home Time

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Phonological Awareness

Goal P – LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – I Know My Name • Pod 1- 4 Little Mice • Pod 2- Name Spotters • Pod 4- Splish Splash Person Hygiene • Pod 7 – B is for London Bridge • Pod 8 – 8 Little Bunnies • Pod 8 – Cotton Ball Sheep • Pod 10 – About Day and Night • Pod 12 – Cloud Animal • Pod 14 – Row Your Boat • Pod 19 – The Waiting Song • Pod 21 – Zip It Up • Pod 24- About Weather • Pod 25 – Beach Ball Alphabet Toss • Pod 27 - About My Senses
48 to 60 Months	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Alphabet Alley • Pod 2 – M is For Muffin • Pod 2 – Be My Friend • Pod 3 – J is For Jet • Pod 4 – A is For Ambulance • Pod 4 – I Like to Listen • Pod 5 – D is For Drawing • Pod 5 – Tell Me What You See • Pod 6 – T is For Tadpole • Pod 7 – B is For Banana and Berries • Pod 8 – R is For Rabbit • Pod 9 – My Favorite Color • Pod 10 – Y is For Yo-Yo • Pod 10 – Sun and Moon...Where Should You Be? • Pod 10 – Adding and Subtracting Stars

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Phonological Awareness

Goal P – LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	<ul style="list-style-type: none"> • Pod 11 – This is the Way We Build a House • Pod 12 – P is For Policeman • Pod 15 – I is For Inside • Pod 17 – Q is For Quilt • Pod 17 – Houses by the Number • Pod 18 – Z is For Zipper • Pod 18 – Hurry Up! Simon Says • Pod 19 – K is For Kite • Pod 20 – L is For Lamb • Pod 22 – X is For Xylophone • Pod 23 – F is For Fish • Pod 23 – Feather Crown Dramatic Play • Pod 24 – W is For Wave and Wink • Pod 25 – N is For November • Pod 26 – S is For Snacks

Head Start Indicators:

- Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”
- Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”
- Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Print and Alphabet Knowledge

Goal P – LIT 2: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
- The 5 building Blocks for Reading and Writing

Module 17 How and Why To Read To Children

- Reading To Children: A Lifelong Investment
 - Handout
 - Reading Into The Future
- Preparing To Read Aloud
 - Handout
 - Tips For Reading Aloud To Young Children
- Reading Aloud: Practice Makes A Great Storyteller
 - Handout
 - Reading Books to Children When Reading Is A Challenge For You
 - Activity
 - Storytelling: Express Yourself

Module 18 Preparing For Writing

- Making Connections
- From Scribbles To Script
 - Handout
 - Stepping Stones To Writing
 - Teaching Pencil Grip

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Print and Alphabet Knowledge

Goal P – LIT 2: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – I Know My Name • Pod 2 – M Is For Money • Pod 2 – Name Spotters • Pod 3- J is For Jet • Pod 4- A is for Apple • Pod 5 – D is for Dog • Pod 6 – T is for Tubby the Turtle • Pod 7 - B is for London Bridge • Pod 8 – R is for Rooter • Pod 9 – G is for Glitter • Pod 10 – Y is for You • Pod 11 – E is for Elephant • Pod 12- V is for Valentine • Pod 13 – P is for Parrot • Pod 14 – C is for Coconut • Pod 15 – I is for Ice Cream • Pod 16 – O is for Ocean • Pod 17 – Q is for Quack • Pod 18 – Z is for Zebra • Pod 19 – K is for Kangaroo • Pod 20 – L is for Ladder • Pod 21 – U is for Umbrella • Pod 22 – X is for X- ray • Pod 23 – F is for Fun • Pod 24 – W is for Wow • Pod 25 – N is for No • Pod 26 – S is for Snakes • Pod 26 – Pumpkin/Pineapple Puzzles • Pod 27 – H is for Honey

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Print and Alphabet Knowledge

Goal P – LIT 2: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	<p>Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.</p>	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2 – Counting Counts • Pod 3 – In and Around the Neighborhood • Pod 4 – Name Tracing • Pod 5 – D is For Drawing • Pod 5 – Toss, Catch and Swat • Pod 5 – Right Shoe...Left Shoe • Pod 6 – T is For Tadpole • Pod 6 – Fish on the Stick • Pod 7 – B is For Banana and Berries • Pod 8 – R is For Rabbit • Pod 8 – The Mighty Lion • Pod 8 – Letter B.I.N.G.O • Pod 10 – Day and Night Boxes • Pod 14 – C is For Cake • Pod 15 – I is For Inside • Pod 15 – Follow the Raindrops • Pod 17 – Homes Around the World • Pod 20 – A Swirling Sea of Letters • Pod 21 – U is For Umpire • Pod 22 – X is For Xylophone • Pod 22 – Craft Stick Puppet Heroes • Pod 23 – Feather Crown Dramatic Play • Pod 24 – W is For Wave and Wink • Pod 25 – N is For November • Pod 26 – S is For Snacks • Pod 27 – H is For Heart

Head Start Indicators:

- Understands that print is organized differently for different purposes, such as a note, list, or storybook.
- Understands that written words are made up of a group of individual letters.
- Begins to point to single-syllable words while reading simple, memorized texts.
- Identifies book parts and features, such as the front, back, title, and author.

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Print and Alphabet Knowledge

Goal P – LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
- The 5 building Blocks for Reading and Writing

Module 17 How and Why To Read To Children

- Reading To Children: A Lifelong Investment
 - Handout
 - Reading Into The Future
- Preparing To Read Aloud
 - Handout
 - Tips For Reading Aloud To Young Children
- Reading Aloud: Practice Makes A Great Storyteller
 - Handout
 - Reading Books to Children When Reading Is A Challenge For You
 - Activity
 - Storytelling: Express Yourself

Module 18 Preparing For Writing

- Making Connections
- From Scribbles To Script
 - Handout
 - Stepping Stones To Writing
 - Teaching Pencil Grip

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Print and Alphabet Knowledge

Goal P – LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one’s name, or naming some letters that are encountered often.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1- Hello Alphabet • Pod 1- I Know My Name • Pod 2 – M Is For Monkey • Pod 2 – Name Spotters • Pod 3 – J Is For Jets • Pod 4 _ A Is For Apple • Pod 5 - D is for Dog • Pod 6 – T is for Turtle • Pod 7 – B is for London Bridge • Pod 8 – R is for Rooter • Pod 9 – G is for Glitter • Pod 10 – Y is for You • Pod 11 – E is for Elephant • Pod 12- V is for Valentine • Pod 13 – P is for Parrot • Pod 14 – C is for Coconut • Pod 15 – I is for Ice Cream • Pod 16 – O is for Ocean • Pod 17 – Q is for Quack • Pod 18 – Z is for Zebra • Pod 18 – Human Alphabet Review • Pod 19 – K is for Kangaroo • Pod 20 – L is for Ladder • Pod 21 – U is for Umbrella • Pod 21 – I Can Fly • Pod 22 – X is for X- ray • Pod 23 – F is for Fun • Pod 24 – W is for Wow • Pod 25 – N is for No • Pod 25 – Beach Ball Toss • Pod 26 – S is for Snakes • Pod 26 – Pumpkin/Pineapple Puzzles • Pod 27 – H is for Honey • Pod 27 – Alphabet Bingo

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Print and Alphabet Knowledge

Goal P – LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Alphabet Alley • Pod 2 – M is For Muffin • Pod 3 – J is For Jet • Pod 4 – A is For Ambulance • Pod 4 – Name Tracing • Pod 5 – D is For Drawing • Pod 6 – T is For Tadpole • Pod 8 – R is For Rabbit • Pod 8 – Letter B.I.N.G.O • Pod 9 – G is For Grass • Pod 10 – Y is For Yo-Yo • Pod 11 – E is For Eggshell Elephants • Pod 12 – P is For Policeman • Pod 13 – V is For Value • Pod 15 – I is For Inside • Pod 16 – Alphabet Pass • Pod 17 – Q is For Quilt • Pod 18 – Z is For Zipper • Pod 19 – K is For Kite • Pod 20 – L is For Lamb • Pod 20 – A Swirling Sea of Letters • Pod 21 – U is For Umpire • Pod 22 – About Time and Calendars • Pod 23 – F is For Fish • Pod 24 – W is For Wave and Wink • Pod 25 – N is For November • Pod 26 – S is For Snacks • Pod 27 – H is For Heart

Head Start Indicators:

- Names 18 upper- and 15 lower-case letters.
- Knows the sounds associated with several letters.

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Comprehension and Text Structure

Goal P – LIT 4: Child demonstrates an understanding of narrative structure through storytelling/re-telling.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
- The 5 building Blocks for Reading and Writing

Module 17 How and Why To Read To Children

- Reading To Children: A Lifelong Investment
 - Handout
 - Reading Into The Future
- Preparing To Read Aloud
 - Handout
 - Tips For Reading Aloud To Young Children
- Reading Aloud: Practice Makes A Great Storyteller
 - Handout
 - Reading Books to Children When Reading Is A Challenge For You
 - Activity
 - Storytelling: Express Yourself

Growing Great Families

Memories and Family Stories: Giving Children Feelings of Belonging

- Making Connections
- Celebrating and Remembering
 - Activity
 - Memory Box
- Storytelling: A Family's Narrative History
 - Handout
 - Storytelling: Preserving Your Family History
- Recording Your Child's History
 - Activity
 - Coin Cards

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Comprehension and Text Structure

Goal P – LIT 4: Child demonstrates an understanding of narrative structure through storytelling/re-telling.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3 – Read to Me • Pod 9 – How Are You Feeling? • Pod 10 – About Day and Night • Pod 10 – No More Monsters in the Closet
48 to 60 Months	Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – What’s Missing? • Pod 2 – Clean Up Time • Pod 2 – Sizing Up Shapes • Pod 3 – About My Family • Pod 4 – I Like to Listen • Pod 5 – Blow Art • Pod 10 – Evening Routines • Pod 10 – Paper Plate Suns • Pod 10 – Colored Salt Cloud Designs • Pod 11 – Clean Up Time • Pod 12 – Texture Rubbings • Pod 12 – P is For Policeman • Pod 16 – Alphabet Pass • Pod 21 – A Speedy Car Goes By • Pod 22 – About Time and Calendars • Pod 24 – Have You Ever Seen the Wind? • Pod 26 – About Eating Healthy Foods • Pod 27 – H is For Heart • Pod 27 – Rainbow Science

Head Start Indicators:

- Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.
- Tells fictional or personal stories using a sequence of at least 2–3 connected events.
- Identifies characters and main events in books and stories.

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Comprehension and Text Structure

Goal P – LIT 5: Child asks and answers questions about a book that was read aloud.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
- The 5 building Blocks for Reading and Writing

Module 17 How and Why To Read To Children

- Reading To Children: A Lifelong Investment
 - Handout
 - Reading Into The Future
- Preparing To Read Aloud
 - Handout
 - Tips For Reading Aloud To Young Children
- Reading Aloud: Practice Makes A Great Storyteller
 - Handout
 - Reading Books to Children When Reading Is A Challenge For You
 - Activity
 - Storytelling: Express Yourself

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Comprehension and Text Structure

Goal P – LIT 5: Child asks and answers questions about a book that was read aloud.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3 – Read to Me • Pod 9 – How Are you Feeling? • Pod 10 – About Day and Night • Pod 10 – No More Monsters in the Closet • Pod 14 – About Trees • Pod 20 – “Nobody Like Me” Books • Pod 27 – Hear It...Say It
48 to 60 Months	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – What’s Missing? • Pod 3 – Family Vacation • Pod 3 – Boys and Girls: Gender Game • Pod 5 – Tell Me What You See • Pod 6 – About Sea Creatures • Pod 7 – About Fruits and Vegetables • Pod 7 – B is For Banana and Berries • Pod 7 – Sizing Up Fruits and Vegetables • Pod 7 – Guess What It Is... • Pod 9 – G is For Grass • Pod 10 – Evening Routines • Pod 11 – Clean Up Time • Pod 12 – About Textures • Pod 12 – Pumpkin/Squash Discovery Party • Pod 13 – Limbo with a Twist • Pod 13 – Opposites • Pod 14 – I Went to the Market • Pod 15 – Does It Sink or Float? • Pod 16 – About Things that Grow • Pod 16 – Growing a Butterfly • Pod 19 – Pink Piggly Wiggly Pig • Pod 20 – L is For Lamb

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Comprehension and Text Structure

Goal P – LIT 5: Child asks and answers questions about a book that was read aloud.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	<ul style="list-style-type: none"> • Pod 22 – Craft Stick Puppet Heroes • Pod 23 – F is For Fish • Pod 23 – Feather Crown Dramatic Play • Pod 23 – Opposite Actions • Pod 26 – Purple Paper Plate Spiders • Pod 27 – About My Senses • Pod 27 – Feet Painting • Pod 27 – Estimating How Many

Head Start Indicators:

- Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”
- Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text.
- Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Writing

Goal P – LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
- The 5 building Blocks for Reading and Writing

Module 17 How and Why To Read To Children

- Reading To Children: A Lifelong Investment
 - Handout
 - Reading Into The Future
- Preparing To Read Aloud
 - Handout
 - Tips For Reading Aloud To Young Children
- Reading Aloud: Practice Makes A Great Storyteller
 - Handout
 - Reading Books to Children When Reading Is A Challenge For You
 - Activity
 - Storytelling: Express Yourself

Module 18 Preparing For Writing

- Making Connections
- From Scribbles To Script
 - Handout
 - Stepping Stones To Writing
 - Teaching Pencil Grip

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Writing

Goal P – LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Dotted Circles • Pod 1 – Connect the Dots • Pod 3 – About My Family • Pod 3 – The Rectangle Blues • Pod 4 – The Friendly Space • Pod 5 – D is for Dog • Pod 6 – T is for Tubby the Turtle • Pod 6- Sea Sewing • Pod 12 – Big Helpers • Pod 12- Elbow Sneezing • Pod 16 – Triangle and Circle Kites • Pod 22 – X is for X-Ray
48 to 60 Months	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2 – M is For Muffin • Pod 3 – J is For Jet • Pod 4 – Nuts and Bolts • Pod 4 – Name Tracing • Pod 5 – D is For Drawing • Pod 5 – Right Shoe...Left Shoe • Pod 6 – T is For Tadpole • Pod 7 – B is For Banana and Berries • Pod 8 – R is For Rabbit • Pod 8 – Letter B.I.N.G.O • Pod 9 – G is For Grass • Pod 9 – Musical Chair Emotions • Pod 14 – C is For Cake • Pod 15 – I is For Inside • Pod 16 – O is For Outdoors • Pod 16 – Alphabet Pass • Pod 17 – Q is For Quilt

LANGUAGE/COMMUNICATION/LITERACY

Sub-Domain: Writing

Goal P – LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	<ul style="list-style-type: none">• Pod 19 – K is For Kite• Pod 20 – A Swirling Sea of Letters• Pod 21 – U is For Umpire• Pod 24 – W is For Wave and Wink• Pod 24 – Name Puzzles• Pod 25 – N is For November• Pod 26 – S is For Snacks• Pod 27 – H is For Heart

Head Start Indicators:

- Creates a variety of written products that may or may not phonetically relate to intended messages.
- Shows an interest in copying simple words posted in the classroom.
- Attempts to independently write some words using invented spelling, such as K for kite.
- Writes first name correctly or close to correctly.
- Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.

Mathematics Domain

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 1: Child knows number names and the count sequence.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 1: Child knows number names and the count sequence.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “one two three”.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – 4 Little Mice • Pod 1 – Dotted Circles • Pod 2 – M is for Monkey • Pod 2 – Red Shape Search • Pod 3 – Home Building • Pod 4 – A is for Apple • Pod 4 – Nuts & Bolts • Pod 4 – Up and Down the Stairs • Pod 4 – The Friendly Space • Pod 5 – D is for Dog • Pod 5 – Bag it Dough Rings • Pod 5 – Beach Ball Toss • Pod 6 – Getting Fish to Market • Pod 6 - Floating Fishes • Pod 6 – Sea Sewing • Pod 7 – Empathy Treasure Hunt • Pod 8 – R is for Rooster • Pod 8 – 8 Little Bunnies • Pod 9 – Friendship Necklace • Pod 12 – Paper Clip Counting • Pod 13 – Play-Dough Ice Cream Party • Pod 13 – Birthday Math • Pod 16 – Sizing Up the Eggplant • Pod 17 – Corn Crop • Pod 18 – Roll The Dice • Pod 18 – Night Time Tag • Pod 19 – Birthday Math • Pod 20 – Clothes Pin Relay • Pod 22 – About Time • Pod 23 – Ribbon Birds • Pod 23 – Eating Like a Bird • Pod 24 – Sunny and Rainy Day • Pod 26 – Tic-Tac-Toe Shape Board • Pod 27 – 7 Caps and Cans

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 1: Child knows number names and the count sequence.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Says or signs or number words in sequence.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Listen Up • Pod 2 – Counting Counts • Pod 3 – About My Family • Pod 6 – Skip-To-My-Lou Turtles • Pod 6 – Flip-Flop Parachute • Pod 6 – Play Dough Seashells • Pod 6 – To Market...To Market • Pod 7 – Lemon Baskets • Pod 9 – Musical Chair Emotions • Pod 9 – Measure Me • Pod 10 – Adding and Subtracting Stars • Pod 14 – Adding Up Trees • Pod 15 – Follow the Raindrops • Pod 15 – Guess the Shape • Pod 17 – Houses by the Number • Pod 18 – Number Charts • Pod 19 – Counting Up Stuff • Pod 20 – Watermelon Fun • Pod 20 – Dental Care Paper Plate Mouth • Pod 21 – All Aboard the Color Train • Pod 22 – What Time Is It, Mr./Ms. Clock? • Pod 24 – Jump, Jump, Jump Rope • Pod 25 – Chopsticks Pick-Up • Pod 25 – Holiday Calendar Chains • Pod 26 – Eating by the Numbers

Head Start Indicators:

- Counts verbally or signs to at least 20 by ones.

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 2: Child recognizes the number of objects in a small set.

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4 – Nuts and Bolts • Pod 5 – Beach Toss • Pod 14 – Row, Row Your Boat • Pod 15 – Creating Colors • Pod 19 – Size Matters • Pod 20 – Umbrella Crowns • Pod 21 – All Aboard • Pod 21 – 1-10 Passengers on the Bus • Pod 22 – Bean Bag Hide and Seek • Pod 25 – Beach Ball Alphabet Toss • Pod 25 – Size Matters • Pod 26 – Tic-Tac-Toe Shape • Pod 27 – Alphabet Bingo

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 2: Child recognizes the number of objects in a small set.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2 – Counting Counts • Pod 3 – About My Family • Pod 5 – An Orange Octopus • Pod 7 – Lemon Baskets • Pod 8 – Kangaroo Rock Jumping • Pod 9 – Measure Me • Pod 12 – Peanut Gallery • Pod 14 – Adding Up Trees • Pod 15 – Follow the Raindrops • Pod 15 – Guess the Shape • Pod 17 – House by the Number • Pod 18 – Number Charts • Pod 19 – Fire Truck Bowling • Pod 19 – Counting Up Stuff • Pod 20 – Watermelon Fun • Pod 21 – All Aboard the Color Train • Pod 22 – What Time Is It, Mr./Ms. Clock? • Pod 24 – Jump, Jump, Jump Rope • Pod 24 – Chopsticks Pick-Up • Pod 25 – Holiday Calendar Chains • Pod 26 – Eating by the Numbers • Pod 27 – Estimating How Many

Head Start Indicators:

- Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 3: Child understands the relationship between numbers and quantities.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 3: Child understands the relationship between numbers and quantities.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – 4 Little Mice • Pod 2 – Red Square Search • Pod 3 – About My Family • Pod 4 – A is for Apple • Pod 4 – Up and Down the Stairs We Go • Pod 5 – D is for Dog • Pod 6 – Getting Fish to Market • Pod 6 – Floating Fishes • Pod 6 – Sea Sewing • Pod 8 – 8 Little Bunnies • Pod 11 – Rectangle Rubbings • Pod 12 – Paper Clip Counting • Pod 13 – P is for Parrot • Pod 15 – Reaching for the Sky • Pod 16 – Sizing Up the Eggplants • Pod 17 – Corn Crop • Pod 18 – Catch the Worm’s Tail • Pod 18 – Roll the Dice • Pod 20 – Manners Counting • Pod 23 – Measure Me Up • Pod 24 – Sunny and Rainy Day Kangaroos • Pod 25 – Gifts Galore • Pod 27 – 7 Caps and Cans

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 3: Child understands the relationship between numbers and quantities.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – One-Of-A-Kind Fingerprints • Pod 1 – Listen Up • Pod 2 – Counting Counts • Pod 3 – About My Family • Pod 5 – An Orange Octopus • Pod 6 – Skip-To-My-Lou Turtles • Pod 6 – Flip-Flop Parachute • Pod 6 – Play Dough Seashells • Pod 6 – To Market...To Market • Pod 7 – Lemon Baskets • Pod 8 - Kangaroo Rock Jumping • Pod 9 – Measure Me • Pod 10 – Nighttime Tag • Pod 10 – Adding and Subtracting Stars • Pod 12 – Peanut Gallery • Pod 14 – Adding Up Trees • Pod 15 – Guess the Shape • Pod 18 – Number Charts • Pod 25 – Holiday Calendar Chains • Pod 26 – Eating by the Numbers

Head Start Indicators:

- When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.
- Counts and answers “How many?” questions for approximately 10 objects.
- Accurately counts as many as 5 objects in a scattered configuration.
- Understands that each successive number name refers to a quantity that is one larger.
- Understands that the last number said represents the number of objects in a set.

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 4: Child compares numbers.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4 – Nuts and Bolts • Pod 7 – About Fruits and Vegetables • Pod 7 – Ice Cube Tray Patterns • Pod 7 – Empathy Treasure Hunt • Pod 8 – Animal Musical Chairs • Pod 8 – Cotton Ball Sheep • Pod 11 – Where Does It Go • Pod 12 – Cloud Animals • Pod 13 – Birthday Math • Pod 13 – Diversity in Circles • Pod 14 – Sizing Them Up: Big and Little • Pod 14 – Taste Detective • Pod 17 – Gender and Age • Pod 22 – About Time and Calendar • Pod 22 – Mr. Snowman • Pod 24 – Putting Things in Order • Pod 25 – Size Matters

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 4: Child compares numbers.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – One-Of-A-Kind Fingerprints • Pod 1 – Listen Up • Pod 2 – Counting Counts • Pod 3 – About My Family • Pod 5 – An Orange Octopus • Pod 6 – Play Dough Seashells • Pod 6 – To Market...To Market • Pod 7 – Lemon Baskets • Pod 10 – Nighttime Tag • Pod 10 – Adding and Subtracting Stars • Pod 12 – Peanut Gallery • Pod 14 – Adding Up Trees • Pod 15 – Guess the Shape • Pod 17 – Houses by the Number • Pod 18 – Number Charts • Pod 19 – Fire Truck Bowling • Pod 19 – Counting Up Stuff • Pod 22 – What Time Is It, Mr. Ms. Clock? • Pod 24 – Jump, Jump, Jump Rope • Pod 25 – Chopsticks Pick-Up • Pod 26 – Eating by the Numbers

Head Start Indicators:

- Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.
- Identifies and uses numbers related to order or position from first to tenth.

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 5: Child associates a quantity with written numerals up to 5 and begins to write numbers.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 16 What Children Need To Master Before They Can Read and Write

- Increasing Attention Span
- Developing Memory
- Encouraging Receptive and Expressive Language Development
 - Handout
 - The 5 building Blocks for Reading and Writing

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – 4 Little Mice • Pod 1 – Dotted Circle • Pod 2 – Red Square Search • Pod 3 – About My Family • Pod 4 – A is for Apple • Pod 4 – Up and Down the Stairs We Go • Pod 5 – D is for Dog • Pod 5 – Bag It Dough Rings • Pod 6 – Sea Sewing • Pod 8 – Cotton Ball Sheep • Pod 9 – Friendship Necklaces • Pod 11 – Rectangle Rubbings • Pod 12 – Paper Clip Counting • Pod 13 – P is for Parrot • Pod 15 – Reach For The Sky

MATHEMATICS DEVELOPMENT

Sub-Domain: COUNTING AND CARDINALITY

Goal P – MATH 5: Child associates a quantity with written numerals up to 5 and begins to write numbers.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	<ul style="list-style-type: none"> • Pod 17 – Corn Crops • Pod 18 – Roll The Dice • Pod 19 – Telephone Number Hop-Scotch • Pod 20 – Manners Count • Pod 21 – 1 To 10 Passengers On The Bus • Pod 23 – Measure Me Up • Pod 24 – Sunny and Rainy Day Kangaroos • Pod 27 – 7 Caps and Cans
48 to 60 Months	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – One-Of-A-Kind Fingerprints • Pod 1 – Listen Up • Pod 2 – Counting Counts • Pod 3 – About My Family • Pod 3 – In and Around the Neighborhood • Pod 5 – An Orange Octopus • Pod 6 – Skip-To-My-Lou Turtles • Pod 6 – Flip-Flop Parachute • Pod 6 – To Market...To Market • Pod 7 – Lemon Baskets • Pod 8 – Kangaroo Rock Jumping • Pod 9 – Measure Me • Pod 10 – Adding and Subtracting Stars • Pod 13 – Peanut Gallery • Pod 14 – Adding Up Trees • Pod 14 – Handprint Trees • Pod 15 – Follow the Raindrops • Pod 15 – Guess the Shape • Pod 17 – Houses by the Number • Pod 18 – Number Charts • Pod 19 – Counting Up Stuff • Pod 20 – Dental Care Paper Plate Mouth • Pod 25 – Chopsticks Pick-Up

Head Start Indicators:

- Associates a number of objects with a written numeral 0–5.
- Recognizes and, with support, writes some numerals up to 10.

MATHEMATICS DEVELOPMENT

Sub-Domain: OPERATIONS AND ALGEBRAIC THINKING

Goal P – MATH 6: Child understands addition as adding to and understands subtraction as taking away from.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, “You have 3 grapes and get 1 more. How many in all?” Child counts out 3, then counts out 1 more, then counts all 4: “1, 2, 3, 4. I have 4!”	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4 – Helping Hands • Pod 4 – The Friendly Space • Pod 5 – Bag It Dough Rings • Pod 5 – Wind Chimes • Pod 5 – Beach Ball Toss • Pod 6 – Getting Fish To Market • Pod 6 – Floating Fishes • Pod 8 – R is for Rooster • Pod 8 – 8 Little Bunnies • Pod 10 - Hatch A Pajama Match • Pod 11 – Rectangle Rubbings • Pod 12 – Paper Clip Counting • Pod 13 – Diversity In Circles • Pod 15 – Sea Shape Search • Pod 17 – Corn Crop • Pod 19 – Birthday Math • Pod 20 – Closes Pin Relay • Pod 23 – Measure Me Up • Pod 23 – Eating Like a Bird • Pod 25 – Gifts Galore • Pod 27 – 7 Caps and Cans

MATHEMATICS DEVELOPMENT

Sub-Domain: OPERATIONS AND ALGEBRAIC THINKING

Goal P – MATH 6: Child understands addition as adding to and understands subtraction as taking away from.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Listen Up • Pod 2 – Counting Counts • Pod 6 – To Market...To Market • Pod 9 – Measure Me • Pod 10 – Adding and Subtracting Stars • Pod 12 – Peanuts Gallery • Pod 14 – Adding Up Trees • Pod 15 – Guess the Shape • Pod 18 – Number Charts • Pod 19 – Fire Truck Bowling • Pod 25 – Chopsticks Pick-Up

Head Start Indicators:

- Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.
- Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.
- With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “One, two, three...” and then counts on “Four, five!” (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, “Five, four, three...two!” (keeping track with fingers).

MATHEMATICS DEVELOPMENT

Sub-Domain: OPERATIONS AND ALGEBRAIC THINKING

Goal P – MATH 7: Child understands simple patterns.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 2 – Connect The Dots • Pod 4 – Nuts and Bolts • Pod 7 – Ice Cube Tray Patterns • Pod 8 – 8 Little Bunnies • Pod 10 – Hatch A Pajama Match • Pod 11 – Where Does It Belong? • Pod 16 – Growing Up • Pod 22 – Time To Grow
48 to 60 Months	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – What’s Missing? • Pod 2 – Sizing Up Shapes • Pod 4 – Nuts and Bolts • Pod 6 – Play Dough Seashells • Pod 9 – My Favorite Color • Pod 11 – Waiting Tables • Pod 13 – About Diversity • Pod 17 – Room by Room • Pod 22 – X is For Xylophone • Pod 23 – About Birds • Pod 23 – Ice Cube Tray Shape Puzzles • Pod 26 – Patterned Snack Sticks • Pod 27 – “They Come in Pairs” Collage

MATHEMATICS DEVELOPMENT

Sub-Domain: OPERATIONS AND ALGEBRAIC THINKING

Goal P – MATH 7: Child understands simple patterns.

Head Start Indicators:

- Fills in missing elements of simple patterns.
- Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.
- Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.

MATHEMATICS DEVELOPMENT

Sub-Domain: Measurement

Goal P – MATH 8: Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
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 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4 – Nuts and Bolts • Pod 5 – Beach Ball Toss • Pod 6 – Floating Fishes • Pod 7 – About Fruits and Vegetables • Pod 8 – About Animals • Pod 10 – Exploring Shadows • Pod 13 – About Diversity • Pod 13 – Diversity In Circles • Pod 14 – Sizing Them Up Big and Little • Pod 14 – Taste Detectives • Pod 15 – Sea Shape Search • Pod 16 – Sizing Up The Elephants • Pod 19 - Size Matters • Pod 22 – Mr. Snowman • Pod 23 – Measure Me Up • Pod 25 – Sorting By Size • Pod 27 – Little Taste Testers

MATHEMATICS DEVELOPMENT

Sub-Domain: Measurement

Goal P – MATH 8: Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4 – Nuts and Bolts • Pod 5 – Tell Me What You See • Pod 6 – Fish on A Stick • Pod 6 – Play Dough Seashells • Pod 7 – Sizing Up Fruits and Vegetables • Pod 9 – My Favorite Color • Pod 9 – Measure Me • Pod 26 – Eating by the Numbers

Head Start Indicators:

- Measures using the same unit, such as putting together snap cubes to see how tall a book is.
- Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.
- Uses comparative language, such as shortest, heavier, or biggest.

MATHEMATICS DEVELOPMENT

Sub-Domain: Geometry and Spatial Sense

Goal P – MATH 9: Child identifies, describes, compares, and composes shapes.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
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 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Green Art on the Line • Pod 3 – Rectangle Blues • Pod 1 – Dotted Circles • Pod 2 – Red Square Search • Pod 3 – About My Family • Pod 3 – J is for Jet • Pod 3 – The Rectangle Blues • Pod 3 – From Top to Bottom • Pod 4 – A is for Apple • Pod 4 – The Friendly Space • Pod 5 – D is for Dog • Pod 6 – Musical Shapes • Pod 8 – Abstract Cows • Pod 8 - Cotton Ball Sheep • Pod 9 – Friendship Necklace • Pod 9 – Happy and Sad Plate Faces • Pod 10 – Y is for You • Pod 10 – Square Sky • Pod 11 – E is for Elephant • Pod 11 – Rectangle Rubbings • Pod 12 – V is for Valentine

MATHEMATICS DEVELOPMENT

Sub-Domain: Geometry and Spatial Sense

Goal P – MATH 9: Child identifies, describes, compares, and composes shapes.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	<ul style="list-style-type: none"> • Pod 13 – P is for Parrot • Pod 13 – Diversity in Circles • Pod 14 – C is for Coconut • Pod 14 – Pear Tree Puzzles • Pod 15 – I is for Ice Cream • Pod 15 – Sea Shape Search • Pod 16 – O is for Ocean • Pod 16 – Triangles and Circle Kites • Pod 17 – Q is for Quack • Pod 18 – Z is for Zebra • Pod 19 – K is for Kangaroo • Pod 19 – What should you do? • Pod 19 – The Geometry Hunt • Pod 20 – L is for Ladder • Pod 20 – Under and on top of Collage • Pod 21 – I can Fly • Pod 22 – X is for X-ray • Pod 22 – My Shape, My Space • Pod 23 – F is for Fun • Pod 24 – W is for Wow • Pod 25 – N is for No • Pod 26 – S is for Snakes • Pod 26 – Sequencing Search • Pod 26 – Tic-Tac-Toe Shape Board • Pod 27 – H is for Honey

MATHEMATICS DEVELOPMENT

Sub-Domain: Geometry and Spatial Sense

Goal P – MATH 9: Child identifies, describes, compares, and composes shapes.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Spider web Yarn Toss • Pod 1 – Balloon Blast • Pod 2 – Sizing Up Shapes • Pod 3 – Snip-Snap Scissors Skills • Pod 5 – An Orange Octopus • Pod 6 – Fish on A Stick • Pod 8 – The Mighty Lion • Pod 9 – Shape Detectives • Pod 10 – Paper Plate Suns • Pod 11 – This is the Way We Build a House • Pod 15 – Guess the Shape • Pod 16 – Matching Patterns • Pod 20 – Watermelon Fun • Pod 23 – Ice Cube Tray Shape Puzzles • Pod 27 – Rolling Art with a Heart

Head Start Indicators:

- Names and describes shapes in terms of length of sides, number of sides, and number of angles.
- Correctly names basic shapes regardless of size and orientation.
- Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.
- Creates and builds shapes from components.

MATHEMATICS DEVELOPMENT

Sub-Domain: Geometry and Spatial Sense

Goal P – MATH 10: Child explores the positions of objects in space.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
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- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Dotted Circles • Pod 2 – Red Square Search • Pod 2 – Connect the Dots • Pod 2 – Simon Says • Pod 3 – J is for Jet • Pod 3 – Marching Orders • Pod 4 – Nuts and Bolts • Pod 4 – Out of Reach • Pod 4 – Fancy Foot Work • Pod 5 – About Things That Move • Pod 5 – Be Nimble And Quick • Pod 5 – Beach Ball Toss • Pod 6 – Musical Shapes • Pod 6 – We Are Creatures of the Sea • Pod 7 – Search for the Color Black • Pod 7 - Fruity Direction • Pod 8 – 8 Little Bunnies • Pod 11 – Skippity Do Dah Top To Bottom • Pod 12 – Shoe and Sock Skating • Pod 13 – A Day at the Pretend Beach

MATHEMATICS DEVELOPMENT

Sub-Domain: Geometry and Spatial Sense

Goal P – MATH 10: Child explores the positions of objects in space.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”	<ul style="list-style-type: none"> • Pod 14 – Musical Trees • Pod 15 – Reach for The Sky • Pod 18 – Night Time Tag • Pod 19 – About Keeping Me Safe • Pod 19 – Telephone Number Hop-Scotch • Pod 20 – Clothes Pin Relay • Pod 23 – Ribbon Birds • Pod 24 – About Weather • Pod 24 – Glittering Snowflakes • Pod 24 – Shadow Tag • Pod 25 – Gifts Galore • Pod 25 – Hot Hoops
48 to 60 Months	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 3 – Family Vacation • Pod 4 – Nuts and Bolts • Pod 5 – About Things That Move • Pod 5 – Toss, Catch and Swat • Pod 6 – To Market...To Market • Pod 11 – This is the Way We Build a House • Pod 24 – About Weather • Pod 24 – Under and Above My Umbrella • Pod 27 – Rolling Art with a Heart

Head Start Indicators:

- Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.
- Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”

SCIENTIFIC REASONING

Sub-Domain: Scientific Inquiry

Goal P – SCI 1: Child observes and describes observable phenomena (objects, materials, organisms, and events).

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
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 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 5 – Wind Chimes • Pod 5 – Downhill Movement • Pod 6 – About Sea Creatures • Pod 7 – Vegetable Garden • Pod 12 – About Texture • Pod 14 – Taste Detective • Pod 15 – Creating Colors • Pod 15 – Properties of Water • Pod 16 – About Things That Grow • Pod 27 – About My Senses
48 to 60 Months	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – What’s Missing? • Pod 2 – M is For Muffin • Pod 3 – Boys and Girls: Gender Game • Pod 4 – Matching and Sorting Laundry • Pod 5 – Tell Me What You See • Pod 10 – Evening Routines • Pod 12 – P is For Policeman • Pod 12 – Pumpkin/Squash Discovery Party • Pod 12 – Texture Collages

SCIENTIFIC REASONING

Sub-Domain: Scientific Inquiry

Goal P – SCI 1: Child observes and describes observable phenomena (objects, materials, organisms, and events).

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	<ul style="list-style-type: none"> • Pod 14 – About Trees • Pod 14 – I Went to the Market • Pod 15 – Does It Sink or Float? • Pod 16 – Growing a Butterfly • Pod 16 – Matching Patterns • Pod 27 – About My Sense • Pod 27 – Feet Painting • Pod 27 – Rainbow Science

Head Start Indicators:

- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.
- Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.
- Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.
- Represents observable phenomena with pictures, diagrams, and 3-D models.

SCIENTIFIC REASONING

Sub-Domain: Scientific Inquiry

Goal P – SCI 2: Child engages in scientific talk.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers’ Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	<u>Play and Learning Activities – Learning Pods</u> <ul style="list-style-type: none"> • Pod 4 – Nuts and Bolts • Pod 7 – About Fruits and Vegetables • Pod 7 – Ice Cube Tray Patterns • Pod 8 – Animal Musical Chairs • Pod 10 – Exploring Shadows • Pod 10 – Hatch a Pajama Match • Pod 11 – Where Does It Belong • Pod 12 – About Textures • Pod 12 – Cloud Animals • Pod 13 – About Diversity • Pod 14 – About Trees • Pod 14 – Sizing Them Up Big and Little • Pod 14 – Taste Detective

SCIENTIFIC REASONING

Sub-Domain: Scientific Inquiry

Goal P – SCI 2: Child engages in scientific talk.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 15 – Sea Shape Search • Pod 15 - Size Matters • Pod 16 – Little Taste Testers • Pod 16 – About Things That Grow • Pod 16 – Sizing Up The Eggplant • Pod 16 – Triangle and Circle Kite • Pod 16 – Growing Up • Pod 17 – Matching: Take It To A New Level • Pod 19 – The Geometry Hunt • Pod 19 – Size Matter • Pod 23 – About Birds • Pod 23 - Bird Watchers • Pod 23 – Measure Me Up • Pod 24 – About Weather
48 to 60 Months	Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Spiderweb Yarn Toss • Pod 1 – In and Around the Neighborhood • Pod 4 – A is For Ambulance • Pod 4 – Safety on the Go • Pod 5 – Tell Me What You See • Pod 6 – About Sea Creatures • Pod 7 – About Fruits and Vegetables • Pod 8 – Guess the Animal • Pod 9- Measure Me • Pod 11 – Tools of the Trade • Pod 12 – About Textures • Pod 12 – Texture Collages • Pod 13 – Opposites • Pod 14 – About Trees • Pod 15 – Does It Sink or Float? • Pod 16 – Growing a Butterfly • Pod 23 – Opposite Actions • Pod 26 – Eating by the Numbers

SCIENTIFIC REASONING

Sub-Domain: Scientific Inquiry

Goal P – SCI 2: Child engages in scientific talk.

Head Start Indicators:

- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.

SCIENTIFIC REASONING

Sub-Domain: Scientific Inquiry

Goal P – SCI 3: Child compares and categorizes observable phenomena.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- **Building Your Brain Builders Muscles**
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4 – Nuts and Bolts • Pod 7 – About Fruits and Vegetables • Pod 7 – Ice Cube Tray Patterns • Pod 8 – Animal Musical Chairs • Pod 10 – Exploring Shadows • Pod 10 – Hatch a Pajama Match • Pod 11 – Where Does It Belong • Pod 12 – About Textures • Pod 12 – Cloud Animals • Pod 13 – About Diversity • Pod 14 – About Trees • Pod 14 – Sizing Them Up Big and Little • Pod 14 – Taste Detective • Pod 15 – Sea Shape Search • Pod 15 - Size Matters • Pod 16 – Little Taste Testers • Pod 16 – About Things That Grow • Pod 16 – Sizing Up The Eggplant • Pod 16 – Triangle and Circle Kite • Pod 16 – Growing Up • Pod 17 – Matching: Take It To A New Level • Pod 19 – The Geometry Hunt • Pod 19 – Size Matter • Pod 23 – About Birds • Pod 23 - Bird Watchers • Pod 23 – Measure Me Up • Pod 24 – About Weather

SCIENTIFIC REASONING

Sub-Domain: Scientific Inquiry

Goal P – SCI 3: Child compares and categorizes observable phenomena.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – What’s Missing? • Pod 3 – Snip-Snap Scissors Skills • Pod 4 – Nuts and Bolts • Pod 4 – Matching and Sorting Laundry • Pod 7 – About Fruits and Vegetables • Pod 7 – Lemon Baskets • Pod 8 – Natural Habitats • Pod 9 – Shape Detectives • Pod 9 – Measure Me • Pod 12 – About Textures • Pod 12 – Texture Collages • Pod 13 – Opposites • Pod 14 – About Trees • Pod 15 – Does It Sink or Float? • Pod 16 – About Things that Grow • Pod 16 – Growing a Butterfly • Pod 17 – Room by Room • Pod 22 – Calendars and Birthday Wall Display • Pod 26 – Eating by the Numbers

Head Start Indicators:

- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.
- Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.

SCIENTIFIC REASONING

Sub-Domain: Reasoning and Problem-Solving

Goal P – SCI 4: Child asks a question, gathers information, and makes predictions.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- **Building Your Brain Builders Muscles**
 - Activity
 - Brain Builders Scavenger Hunt

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- **Building Preschoolers’ Language Skills**
 - Handout
 - Talk It Up! Building Preschool Language Skills

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 6 – Floating Fishes • Pod 10 – Day and Night Skies • Pod 15 – Creating Colors • Pod 15 – About Water Exploration • Pod 15 – Properties of Water • Pod 16 – About Things That Grow • Pod 17 – Gender and Age • Pod 22 – Time To Grow • Pod 24 – About Weather • Pod 27 – About My Senses

SCIENTIFIC REASONING

Sub-Domain: Reasoning and Problem-Solving

Goal P – SCI 4: Child asks a question, gathers information, and makes predictions.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 2 – About Rules • Pod 5 – Tell Me What You See • Pod 6 – About Sea Creatures • Pod 7 – About Fruits and Vegetables • Pod 7 – Guess What It is... • Pod 8 – Guess the Animal • Pod 9 – A Feeling Thermometer • Pod 10 – Adding and Subtracting Stars • Pod 11 – Tools of the Trade • Pod 22 – Weather and Feelings Charades • Pod 23 – Opposite Actions • Pod 24 – Name Puzzles • Pod 27 – About My Senses • Pod 27 – Feet Painting • Pod 27 – Estimating How Many

Head Start Indicators:

- Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.
- Gathers information about a question by looking at books or discussing prior knowledge and observations.
- Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”

SCIENTIFIC REASONING

Sub-Domain: Reasoning and Problem-Solving

Goal P – SCI 5: Child plans and conducts investigations and experiments.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handouts
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- **Building Your Brain Builders Muscles**
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 6 – Floating Fishes • Pod 10 – Day and Night Skies • Pod 15 – Creating Colors • Pod 15 – About Water Exploration • Pod 15 – Properties of Water • Pod 16 – About Things That Grow • Pod 17 – Gender and Age • Pod 22 – Time To Grow • Pod 24 – About Weather
48 to 60 Months	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Listen Up • Pod 2 – M is For Muffin • Pod 4 – Nuts and Bolts • Pod 4 – I Like to Listen • Pod 4 – Matching and Sorting Laundry • Pod 7 – About Fruits and Vegetables • Pod 7 – Lemon Baskets • Pod 11 – Tools of the Trade • Pod 12 – Pumpkin/Squash Discovery Party • Pod 14 – About Trees • Pod 15 – Does It Sink or Float?

SCIENTIFIC REASONING

Sub-Domain: Reasoning and Problem-Solving

Goal P – SCI 5: Child plans and conducts investigations and experiments.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.	<ul style="list-style-type: none"> • Pod 16 – About Things that Grow • Pod 16 – Growing a Butterfly • Pod 18 – Ball Basics Obstacle Course • Pod 19 – Brother Bear’s Broken Bones • Pod 21 – Transportation Mobiles • Pod 24 – Under and Above My Umbrella • Pod 26 – Rainbow Toast • Pod 27 – Rainbow Science • Pod 27 – Feet Painting • Pod 27 – Estimating How Many

Head Start Indicators:

- Articulates steps to be taken and lists materials needed for an investigation or experiment.
- Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.
- Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.

SCIENTIFIC REASONING

Sub-Domain: Reasoning and Problem-Solving

Goal P – SCI 6: Child analyzes results, draws conclusions, and communicates results.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Module 14 Talking, Listening and Understanding

- Making Connections
- What About Talking, Listening and Following Directions?
- Language Development: What Should You Expect
 - Handout
 - Language Development for Preschoolers
- Building Preschoolers' Language Skills
 - Handout
 - Talk It Up! Building Preschool Language Skills

Growing Great Families

Communicating Effectively...It's More Than Texting/Talking

- Making Connections
- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication: Step by Step
- Listening: The Other Part of Communication
 - Handout
 - Being A Good Listener
- Body Language
- Home Time

SCIENTIFIC REASONING

Sub-Domain: Reasoning and Problem-Solving

Goal P – SCI 6: Child analyzes results, draws conclusions, and communicates results.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – What’s Missing? • Pod 2 – About Rules • Pod 5 – Tell Me What You See • Pod 5 – Blow Art • Pod 6 – About Sea Creatures • Pod 7 – About Fruits and Vegetables • Pod 8 – Guess the Animal • Pod 9 – G is For Grass • Pod 10 – About Day and Night • Pod 10 – Colored Salt Cloud Designs • Pod 11 – Tools of the Trade • Pod 11 – This is the Way We Build a House • Pod 12 – About Textures • Pod 12 – Texture Rubbings • Pod 12 – Pumpkin/Squash Discovery Party • Pod 12 – Texture Collages • Pod 13 – Opposites • Pod 16 – About Things that Grow • Pod 16 – Growing a Butterfly • Pod 19 – Stranger Danger and More • Pod 21 – A Speedy Car Goes By • Pod 23 – Opposite Actions • Pod 24 – Have You Ever Seen the Wind? • Pod 26 – About Eating Healthy Foods • Pod 27 – About My Senses • Pod 27 – Rainbow Science • Pod 27 – Estimating How Many

Head Start Indicators:

- Analyzes and interprets data and summarizes results of investigation.
- Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.
- With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.
- Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.

Perceptual/Motor/Physical Development Domain

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: GROSS MOTOR

Goal P – PMP 1: Child demonstrates control, strength, and coordination of large muscles.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers
- Supporting Fine Motor Development
 - Handout
 - Have A Hand In Fine Motor Development
- Gross and Fine Motor Development
 - Handout
 - Gross Motor: Basic Expectations for Children 36-60 Months
 - Fine Motor Development: Basic Expectations For Children 36-60 Months

Module 10 Dramatic Play

- What Is Dramatic Play
- What Children Learn From Dramatic Play
 - Activity
 - Emergency Rescue
 - Handout
 - Dramatic Play: Lessons Learned
 - Video Dramatic Play: More Than Playing House
- Setting Your Stage For Dramatic Play
 - Handout
 - Props For Play

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1- In the Hoop • Pod 2- Simon Says • Pod 2- Noisemakers • Pod 3 –Home Builders • Pod 3 – Marching Orders • Pod 4 – Up and Down the Stairs We Go • Pod 5 – About Things That Move • Pod 5 – Be Nibble And Quick • Pod 5 – Beach Ball

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: GROSS MOTOR

Goal P – PMP 1: Child demonstrates control, strength, and coordination of large muscles.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	<p>Balances, such as on one leg or a beam, for short periods with some assistance.</p> <p>Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p>	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 6 – Musical Shapes • Pod 6- Floating Fish • Pod 6 – We Are the Creatures • Pod 7- Fruit Direction • Pod 8- 8 Little Bunnies • Pod 12- Shoe And Sock Skating • Pod 13 – A Day At The Pretend Beach • Pod 14 – Musical Trees • Pod 14 -Dancing With Bubbles • Pod 14- Row, Row Your Boat • Pod 17 – Q Is For Quack • Pod 17 – Color Swat • Pod 18 – Nighttime Tag • Pod 19- Telephone Number Hop-Scotch • Pod 19 – The Geometry Hunt • Pod 21 – I Can Fly • Pod 22- Beanbag Hide And Seek • Pod 23 – F Is For Fun • Pod 23 – Ribbon Birds • Pod 24- About Weather • Pod 24-Sunny And Rainy Day Kangaroos • Pod 24-Shadow Tag • Pod 24-Have A Ball • Pod 25- iHola Pinata • Pod 25- Beach Ball Alphabet Toss • Pod 25- Hot Hoops • Pod 26 - S Is For Snakes • Pod 26 - Sequencing Search • Pod 26 – Tic-Tac-Toe Shape Board • Pod 26 – Pumpkin/Pineapple Puzzles • Pod 26 – Self-Care Bag Pass • Pod 27- 7 Caps And Cans • Pod 27-Volcano Evacuation • Pod 27-Hear It...Say It

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: GROSS MOTOR

Goal P – PMP 1: Child demonstrates control, strength, and coordination of large muscles.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Spiderweb Yarn Toss • Pod 2 – Preschool Gymnastics • Pod 4 – Ball Skills Stations • Pod 5 – Toss, Catch and Swat • Pod 6 – About Sea Creatures • Pod 6 – T is For Tadpole • Pod 6 – Skip-To-My-Lou Turtles • Pod 6 – Flip-Flop Parachute • Pod 6 – Fish Kites • Pod 7 – Color Corners • Pod 8 – Guess the Animal • Pod 9 – Musical Chair Emotions • Pod 10 – Y is For Yo-Yo • Pod 12 – More Musical Shapes • Pod 13 – Limbo with a Twist • Pod 14 – We Are Wild Animals • Pod 15 – Follow the Raindrops • Pod 17 – Q is For Quilt • Pod 17 – Touching Colors • Pod 18 – Ball Basics Obstacle Course • Pod 21 – Dodging Asteroids • Pod 24 – Jump, Jump, Jump Rope • Pod 25 – A Holiday Marching Band

Head Start Indicators:

- Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.
- Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.
- Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: GROSS MOTOR

Goal P – PMP 2: Child uses perceptual information to guide motions and interactions with objects and other people.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers
- Supporting Fine Motor Development
 - Handout
 - Have A Hand In Fine Motor Development
- Gross and Fine Motor Development
 - Handout
 - Gross Motor: Basic Expectations for Children 36-60 Months
 - Fine Motor Development: Basic Expectations For Children 36-60 Months

Module 10 Dramatic Play

- What Is Dramatic Play
- What Children Learn From Dramatic Play
 - Activity
 - Emergency Rescue
 - Handout
 - Dramatic Play: Lessons Learned
 - Video Dramatic Play: More Than Playing House
- Setting Your Stage For Dramatic Play
 - Handout
 - Props For Play

Module 12 Brain Builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: GROSS MOTOR

Goal P – PMP 2: Child uses perceptual information to guide motions and interactions with objects and other people.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – In the Hoop • Pod 2 – Simon Says • Pod 2 – Noisemakers • Pod 3- Home Builders • Pod 3 – Marching Orders • Pod 4 – Up And Down the Stairs We Go • Pod 5 – About Things That Move • Pod 5 – Be Nimble and Quick • Pod 5 – Beach Ball Toss • Pod 5 – Downhill Movement • Pod 6- Musical Shapes • Pod 6- Floating Fish • Pod 6 – We Are the Creatures • Pod 7- Fruit Direction • Pod 8 - Little Bunnies • Pod 12 – Shoe And Sock Skating • Pod 13 – A Day At The Pretend Beach • Pod 14 – Musical Trees • Pod 14- Dancing With Bubbles • Pod 14 – Row, Row Your Boat • Pod 15- Rolling Art • Pod 17- Q Is For Quack • Pod 17 Color Swat • Pod 18 – Nighttime Tag • Pod 19- Telephone Number Hop-Scotch • Pod 19- The Geometry Hunt • Pod 21 – I Can Fly • Pod 22 – Beanbag Hide And Seek • Pod 23 – F Is For Fun • Pod 23 – Ribbon Birds

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: GROSS MOTOR

Goal P – PMP 2: Child uses perceptual information to guide motions and interactions with objects and other people.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 24- About Weather • Pod 24-Sunny And Rainy Day Kangaroos • Pod 24-Shadow Tag • Pod 24-Have A Ball Pod • Pod 25- iHola Pinata • Pod 25- Beach Ball Alphabet Toss • Pod 25- Hot Hoops
48 to 60 Months	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 1 – Body Part Puzzles • Pod 2 – Preschool Gymnastics • Pod 5 – About Things that Move • Pod 5 – Toss, Catch and Swat • Pod 6 – Flip-Flop Parachute • Pod 6 – To Market...To Market • Pod 13 – Limbo with a Twist • Pod 18 – Ball Basics Obstacle Course • Pod 23 – About Birds • Pod 24 – About Weather

Head Start Indicators:

- Demonstrates awareness of own body and other people’s space during interactions.
- Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.
- When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.
- Changes directions when moving with little difficulty.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: Fine Motor

Goal P – PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 6 Physical Development and Exercise

- Understanding Gross and Fine Motor Development
- Using Structured Play to Build Gross Motor Skills
 - Handout
 - Giant Leaps: Gross Motor Developments for Preschoolers
- Supporting Fine Motor Development
 - Handout
 - Have A Hand In Fine Motor Development
- Gross and Fine Motor Development
 - Handout
 - Gross Motor: Basic Expectations for Children 36-60 Months
 - Fine Motor Development: Basic Expectations For Children 36-60 Months

Module 12 Brain builders For Preschoolers: Supporting Cognitive Development and Learning

- Introducing The Brain Builders for Preschoolers Daily Do
 - Handout
 - Brain Builders for Preschoolers: Supporting Cognitive Development and Learning
 - Brain Builders for Preschoolers Checklist
- Building Your Brain Builders Muscles
 - Activity
 - Brain Builders Scavenger Hunt

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – 4 Little Mice • Pod 1 – Green Art on the Line • Pod 1 – Dotted Circles • Pod 2– M is For Monkey • Pod 2- Connect the Dots • Pod 2 – Simon Says

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: Fine Motor

Goal P – PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 3- About My Family • Pod 3 – J Is For Jet • Pod 3 – Home Builders • Pod 3 – The Rectangle Blues • Pod 3 - Miss and Mr. Manners • Pod 3 – From Top to Bottom • Pod 4 – Nuts and Bolts • Pod 4 – Fancy Footwork • Pod 4- Helping Hands • Pod 4 The Friendly Space • Pod 5 – Bag It Dough Rings Wind Chimes • Pod 6- Musical Shapes • Pod 6 – Floating Fish • Pod 6 – Sea Sewing • Pod 7 – Fruit Trees • Pod 8 – R Is For Rooster • Pod 8 – Abstract Cows • Pod 8- Cotton Ball Sheep • Pod 9- G Is For Glitter • Pod 9- Friendship Necklaces • Pod 10– Y Is For You • Pod 10 – Exploring Shadows • Pod 11- E Is For Elephant • Pod 11- Rectangle Rubbing • Pod 12- V Is For Valentine • Pod 12- Big Helpers • Pod 12 – Paper Clip Counting • Pod 13 – P Is For Parrot • Pod 13 - Diversity in Circles • Pod 14- Pear Tree Puzzles • Pod 15 – I Is For Ice Cream

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: Fine Motor

Goal P – PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 16- Triangle And Circle Kites • Pod 16- Zip-Lock Butterflies • Pod 16- Flower Boxes • Pod 17- Q Is For Quack • Pod 17-Corn Crop • Pod 17- Color Swat • Pod 18- Z Is For Zebra • Pod 19 – K Is For Kangaroo • Pod 20- L Is For Ladder • Pod 20 – “Nobody Like Me” Books • Pod 20 – Under And On Top Of Collage • Pod 20 – Clothespin Replay • Pod 21 – About Transportation • Pod 21 - I Can Fly • Pod 21- Zip It Up • Pod 22- Calling All Calendars • Pod 22- Mr. Snowman • Pod 23-Bird Watchers • Pod 23-Measure Me Up • Pod 23-Eating Like a Bird • Pod 23- Rainbow Of Colors • Pod 24-Glittering Snowflakes • Pod 24 - Have A Ball • Pod 25- About Culture And Holidays • Pod 25-N Is For No • Pod 25-Fantastic Fans • Pod 26- S Is For Snakes • Pod 26- Tic-Tac-Toe-Shape Board • Pod 26- Pumpkin/Pineapple Puzzles • Pod 26- Self-Care Bag Pass • Pod 27- Feet Painting • Pod 27 – 7 Caps And Cans

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: Fine Motor

Goal P – PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – Body Part Puzzles • Pod 1 – One-Of-A-Kind Fingerprints • Pod 2 – Counting Counts • Pod 2 – Sizing Up Shapes • Pod 2 – M is For Muffin • Pod 3 – About My Family • Pod 3 – J is For Jet • Pod 3 – In and Around the Neighborhood • Pod 3 – Snip-Snap Scissors Skills • Pod 4 – A is For Ambulance • Pod 4 – Nuts and Bolts • Pod 4 – Name Tracing • Pod 4 – Matching and Sorting Laundry • Pod 4 – Ball Skills Stations • Pod 5 – An Orange Octopus • Pod 5 – Blow Art • Pod 6 – Fish on A Stick • Pod 6 – Fish Kites • Pod 6 – Play Dough Seashells • Pod 8 – R is For Rabbit • Pod 9 – G is For Grass • Pod 10 – Y is For Yo-Yo • Pod 10 – Paper Plate Suns • Pod 10 – Day and Night Boxes • Pod 12 – Texture Rubbings • Pod 13 – V is For Value • Pod 13 – All Are Beautiful • Pod 15 – Let’s Sail Away • Pod 16 – Growing a Butterfly

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: Fine Motor

Goal P – PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.

Age Range	Developmental Progressions	GGK Curriculum Component
48 to 60 Months	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 17 – Q is For Quilt • Pod 18 – Zebra Art • Pod 19 – K is For Kite • Pod 19 – Brother Bear’s Broken Bones • Pod 20 – L is For Lamb • Pod 21 – Transportation Mobiles • Pod 21 – Shaping Trains • Pod 22 – Calendars and Birthday Wall Display • Pod 23 – Zip-Lock Birds • Pod 23 – Kookaburra Necklaces • Pod 24 – Under and Above My Umbrella • Pod 24 – Sparking Seasons Collage • Pod 25 – Chopsticks Pick-Up • Pod 25 – A Holiday Marching Band • Pod 25 – Holiday Calendar Chains • Pod 25 – Flower Gift Boxes • Pod 27 – “They Come in Pairs” Collage • Pod 27 – Rolling Art with a Heart
Head Start Indicators:		
<ul style="list-style-type: none"> • Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. • Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: Health, Safety and Nutrition

Goal P – PMP 4: Child demonstrates personal hygiene and self-care skills.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 4 Child Health

- Body Builders For Preschoolers Daily Do
 - Handout
 - Body Builder Daily Do
- Preventing Communicable and Non-Communicable Illnesses
 - Video
 - UNICEF: Remember The Child: Immunizations
 - Handout
 - When To Go To the Clinic/Health Center
 - Doctor’s Orders For Preventing Illness...Communicable Disease
 - Doctor’s Orders For Preventing Illness...Non-Communicable Disease
 - Cleaning Fruits and Vegetables
 - Homemade Safe Cleaning Supplies
- **Dental Health and Oral Hygiene**
 - Handout
 - Sink Your Teeth Into This
- Home Time

Module 7 Teaching Preschoolers Self Care...Self—Help Skills

- Self-Care Skills: Dressing, Feeding, Personal Hygiene and More
 - Handout
 - “Cad Do” Self-Care Skills For 3-Year-Olds
 - “Can Do” Self-Care Skills for 4 and 5-Year-Olds
- Teaching Children New Skills By Using The 4 Steps to Success For Preschoolers Daily Do
 - Handout
 - The 4 Steps To Success
 - Activity
 - Putting On The 4 Steps to Success
 - Handout
 - The 4 Steps Self-Care Worksheet

Module 21 Banishing Bedtime Battles

- The A, B,C’s of “Zz”
 - Activity
 - Snooze Quiz
- **Sleep: A Simple Remedy For Many Problems**
 - Handout
 - Sleep Remedies
- **Night Terrors**

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: Health, Safety and Nutrition

Goal P – PMP 4: Child demonstrates personal hygiene and self-care skills.

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 4- About Taking Care of Me • Pod 4 – Splish Splash Personal Hygiene • Pod 4 – Out of Reach • Pod 6 – Getting Fish to Market • Pod 10 –Hatch A Pajama Match • Pod 12- Elbow Sneezing • Pod 20 – About Health And Nutrition • Pod 20 – Manners Count • Pod 21- Zip It Up • Pod 26 – Self-Care Bag Pass
48 to 60 Months	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 4 – About Taking Care of Me • Pod 4 – Matching and Sorting Laundry • Pod 20 – About Health and Nutrition • Pod 20 – Dental Care Paper Plate Mouth • Pod 26 – About Eating Healthy Foods • Pod 26 – Patterned Snack Sticks

Head Start Indicators:

- Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.
- Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: Health, Safety and Nutrition

Goal P – PMP 5: Child develops knowledge and skills that help promote nutritious food choices and eating habits.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 3 Childhood Nutrition

- Making Connections
- Nutrition Guidelines: Preventing Malnutrition, Obesity and Disease
 - Handout
 - Eating For Life: A Rainbow of Nutrition for Preschool Children
 - Daily Food Guide For Children Living in Asia
 - Video
 - Childhood Nutrition: Preventing Obesity: Helping Young Children Eat Right
- Establish Good Nutrition Habits Now
 - Handout
 - Food Label Detectives
- Home Time

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 7- About Fruits and Vegetables • Pod 20- About Health And Nutrition • Pod 26-About Food And Food Preparation • Pod 26- From Eggs To Chicken
48 to 60 Months	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	<p><u>Play and Learning Activities – Learning Pods</u></p> <ul style="list-style-type: none"> • Pod 7 – About Fruits and Vegetables • Pod 20 – About Health and Nutrition • Pod 26 – About Eating Healthy Foods • Pod 26 – Patterned Snack Sticks • Pod 26 – Rainbow Toast

Head Start Indicators:

- Identifies a variety of healthy and unhealthy foods.
- Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.
- Moderates food consumption based on awareness of own hunger and fullness.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-Domain: Health, Safety and Nutrition

Goal P – PMP 6: Child demonstrates knowledge of personal safety practices and routines.

Growing Great Kids for Preschoolers 3 to 5 Years

Module 5 Childhood Safety and Environmental Hazards

- Making Connections
- Common Childhood Accidents and Injuries
 - Activity
 - A Matter of Fact
- Environmental Danger Detection and Safety Tips
 - Handout
 - Hidden Dangers For Young Children
 - Facts About Lead Poisoning
 - Getting A Handle On Safety For Preschoolers
- Preventing Child Abuse and Sexual Abuse

Age Range	Developmental Progressions	GGK Curriculum Component
36 to 48 Months	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	<u>Play and Learning Activities – Learning Pods</u> <ul style="list-style-type: none"> • Pod 2 – About Rules • Pod 4 – Out Of Reach • Pod 19 - About Keeping Me Safe • Pod 19 – What Should You Do? • Pod 27 – Volcano Evacuation
48 to 60 Months	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	<u>Play and Learning Activities – Learning Pods</u> <ul style="list-style-type: none"> • Pod 1 – About Me and My Body • Pod 1 – Body Part Puzzles • Pod 3 – Family Vacation • Pod 4 – Safety on the Go • Pod 10 – Evening Routines • Pod 19 – About Keeping Me Safe • Pod 19 – Stranger Danger and More • Pod 21 – About Transportation • Pod 21 – Driving with my Buddy

Head Start Indicators:

- Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.
- Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.