

The Head Start Child Outcomes Framework (Domains)

“It’s Up To Me And To You!”

A Children’s Environmental Awareness and Action Program

The following indicators can be identified through the implementation of the curriculum supplement in the domains listed below:

Language Development, Literacy, Mathematics, Science, Creative Arts, Social & Emotional Development, Approaches to Learning and Physical Health & Development.

LANGUAGE DEVELOPMENT

A. Listening and Understanding

1. Demonstrates increasing ability to attend and to understand conversations, stories, songs, and poems.
Pages: 2, 3, 6, 7, 17, 20, 22, 23, 29, 30
2. Shows progress in understanding and following simple and multi-step directions. Pages: 2, 3, 6, 7, 17, 20, 22, 23, 29, 30

B. Speaking and Communicating

1. Develops increasing abilities to understand and use language to communicate information, experience, ideas, feelings, opinions, needs, questions, and for other varied purposes.
Pages: 2, 3, 6, 7, 17, 20, 22, 23, 29, 30
2. For non-English-speaking children, progresses in speaking English.
Pages: 2, 3, 6, 7, 17, 20, 22, 23, 29, 30

LITERACY

A. Phonological Awareness

1. Progress in recognizing matching sounds and rhymes in familiar words, games songs, stories and poems, print awareness and concepts.
Pages: 31, 32, 33

B. Book Knowledge and Appreciation

1. Shows growing interest in involvement in listening and discussing a variety of fiction and non-fiction books and poetry. Page: 38
2. Shows growing interest in reading –related activities, such as asking to have a favorite book read, choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. Page: 38
3. Demonstrates progress to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. Pages: 31, 32, 33, 38
4. Progresses in learning how to handle and care for books: knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator. Page: 38

C. Early Writing

1. Begins to represent stories and experiences through pictures, dictation and play. Pages: 31, 32, 33, 38
2. Experiments with a growing variety of writing tools and material, such as pencils, crayons and computers. Pages: 31, 32, 33, 38

MATHEMATICS

A. Number and Operations

1. Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. Pages: 2, 3, 22, 29, 32
2. Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, or equal to. Pages: 2, 3, 22, 29, 32

B. Patterns and Measurements

1. Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. Pages: 2, 3, 22, 29, 32

SCIENCE

A. Scientific Skills & Methods

1. Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. Pages: 2, 3, 21, 29
2. Begins to describe and discuss predictions, explanations and generalizations based on past experiences. Pages: 2, 3, 21, 29

B. Scientific Knowledge

1. Expands knowledge of and abilities to observe, describe and discuss the natural world, minerals, living things and natural process. Pages: 2, 3, 21, 29
2. Expands knowledge of and respect for their body and the environment. Pages 2, 3, 21, 29
3. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships. Pages: 2, 3, 21, 29

CREATIVE ARTS

A. Music

1. Participants with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances.

B. Art

1. Gains abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.
Pages: 8, 10, 13, 14, 15, 16, 24, 33, 34, 35, 36, 37
2. Progresses in abilities to create drawing, painting, models, and other art creations that are more detailed, creative or realistic.
Pages: 8, 10, 13, 14, 15, 16, 24, 33, 34, 35, 36, 37
3. Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
Pages: 8, 10, 13, 14, 15, 16, 24, 33, 34, 35, 36, 37
4. Begins to understand and share opinions about artistic products and experiences.
Pages: 2, 3, 6, 7, 17, 20, 22, 23, 29, 30, 31, 32, 33, 34, 35, 36, 37

C. Movement

1. Expresses through movement and dancing what is felt and heard in various musical tempos and styles.
Pages: 2, 3, 6, 7, 17, 20, 22, 23, 29, 30
2. Shows growth in moving in time to different patterns of beat and rhythm in music. Pages: 2, 3, 6, 7, 17, 20, 22, 23, 29, 30

D. Dramatic Play

1. Participates in a variety of dramatic play activities that become more extended and complex.
Pages: 2, 3, 6, 7, 10, 13, 14, 15, 16, 17, 20, 22, 23, 29, 30
2. Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
Pages: 10, 13, 14, 15, 16, 17, 18, 20, 31, 32

SOCIAL & EMOTIONAL DEVELOPMENT

A. Self-Concept

1. Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.
Pages: 2, 3, 4, 5, 6, 7, 17, 18, 20, 21, 22, 23, 29, 30, 35, 36, 37

2. Develops growing capacity for independence in a range of activities, routines and tasks.
Pages: 2, 3, 4, 5, 6, 7, 17, 18, 20, 21, 22, 23, 29, 30, 35, 36, 37
3. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
Pages: 2, 3, 4, 5, 6, 7, 17, 18, 20, 21, 22, 23, 29, 30, 35, 37

B. Cooperation

1. Increases abilities to sustain interaction with peers by helping, sharing and discussion.
Pages: 2, 3, 4, 5, 6, 7, 17, 20, 21, 22, 23, 29, 30, 35, 36, 37

C. Social Relations

1. Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
Pages 2, 3, 4, 5, 6, 7, 17, 18, 20, 21, 22, 23, 29, 30, 35, 36, 37

D. Knowledge of Families and Communities

1. Develops growing awareness of jobs and what is required to perform them. Pages: 2, 3, 4, 5, 6, 7, 17, 18, 20, 21, 22, 23, 29, 30, 35, 36, 37
2. Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.
Pages: 2, 3, 4, 5, 6, 7, 17, 18, 20, 21, 22, 23, 29, 30, 35, 36, 37

APPROACHES TO LEARNING

A. Initiative and Curiosity

1. Chooses to participate in an increasing variety of tasks and activities.
Pages: 9, 11, 12, 18, 21, 25, 26, 27, 35
2. Develops increased ability to make independent choices. Pages: 9,11,12
3. Approaches tasks and activities with increased flexibility, imagination and inventiveness. Pages: 9, 11, 12, 18, 21, 25, 27, 35
4. Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks. Pages: 9, 11, 12, 21, 25, 27, 35

B. Engagement and Persistence

1. Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. Pages: 9, 11, 12, 18, 21, 25, 27, 35
2. Shows growing capacity to maintain concentration over time on a task, question, set of direction or interactions, despite distractions and interruptions. Pages: 9, 11, 12, 18, 21, 25, 27, 35

C. Reasoning and Problem Solving

1. Develops increasing ability to find more than one solution to a question, task or problem. Pages: 11, 12, 26, 27, 35
2. Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. Pages: 9, 11, 12, 26, 27, 35

PHYSICAL HEALTH & DEVELOPMENT

A. Fine Motor Skills

1. Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
Pages: 8, 13, 14, 15, 16, 34, 36, 37
2. Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors. Pages: 8, 13, 14, 15, 16, 26, 34, 36, 37
3. Progresses in abilities to use writing, drawing, and art tools including pencils, markers, chalk, paint, brushes, and various types of technology.
Pages: 8, 13, 14, 15, 16, 34, 36, 37

B. Health Status and Practices

1. Builds awareness and ability to follow basic health and safety rules such as fire traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities. Page: 11

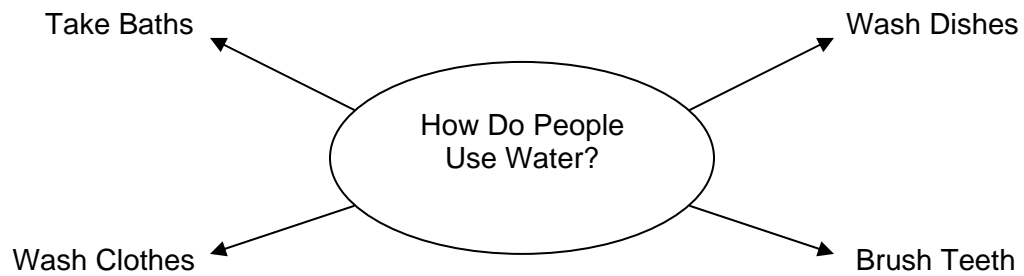
Sample Lesson Plan

Note: Thematic teaching is one of the most powerful ways of teaching a concept. The following is a thematic unit on water conservation that can be used as a guide for teaching the concepts in this curriculum supplement.

Theme: The Environment (Water Conservation)

The purpose of this guidance page is to support and assist teachers in implementing a thematic unit on the environment, specifically “water conservation.” Additionally, the following classroom recommendations/procedures will facilitate in conveying the conceptual skills related to this unit of study.

- Lesson opener...Children listens to the song “Many Sprinkles Waste A Lot” from “It’s Up To Me and To You” CD Track No.32.
- Follow-up activity
 - Have children sing-along
 - Encourage children to use hand gestures as they pretend to brush their teeth, and use their fingers to say “no” as they sing “Don’t Use the Toilet for Trash”, and pretend they are under a showerhead and to pretend they are holding a water hose as they water the yard.
- Building background knowledge...Children contribute their ideas on the many uses of water. Teacher writes their responses on a word web.



- Children create a mini-booklet, “How People Use Water” by cutting out pictures from magazines depicting people using water. Children can show and tell about the choices of pictures they collected with the class.
- Shared reading approach...Teacher reads a book related to the theme such as *Todos Usamos Agua* by Margie Burton, Cathy French and Tammy Jones (Benchmark Education Company). Teacher then questions the students to check comprehension.
- Create a language experience chart...Teacher generates discussion on the implications that may occur as a result of wasting water. Children dictate their responses to the teacher. Follow-up activities by having the children do choral reading from the completed activity.

- Estimation activity...Using four different sizes of bottles filled with water, children estimate which bottle will hold more/less water. They can record their estimate on a large class-size chart by putting their name under their choice. Follow-up activity by investigating the class results.
- Children create rules to solve given situations dealing with the conservation of water. Teacher creates a table chart to record the children's responses.

Water in Our World

HOW WE USE WATER?	HOW CAN WE CONSERVE IT?
Brushing our teeth	Don't let the water run
Taking showers	Don't take long showers
Water the yard	Don't water for a long time

- Children listen to the song "Water Conservation" from "It's Up To Me And To You!" CD Track No. 34, as they watch the transparencies made from worksheet page 30 (from reproducible environmental activities) on an overhead projector.
- Children create a paper bag puppet of "Toby" to sing a long to "Water Conservation" song.
- Teachers prepare the song "Water Conservation" on a chart tablet. Children can take turns in tracking the print as they listen to the song.
- Cooperative learning activity...Children make pretend bumper stickers with a message to "Save the Water."