

Child's Name: _____

Florida Voluntary Prekindergarten (VPK) Education Program:

What I Learned in VPK!



Child Portfolio

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Florida Early Learning and Developmental Standards for Four-Year-Olds (2011) (Standards for Four-Year-Olds)

- The Standards for Four-Year-Olds may be downloaded at: <http://www.fldoe.org/earlylearning/perform.asp>.
- The Standards for Four-Year-Olds Manual may be purchased from PBD Worldwide for \$10.50.

To place an order;

1. Visit – <https://www.flstandardsfouryearolds.com>
Click on the “Order” button.
2. Enter the desired quantity then click on the “Add To Cart” button and follow the prompts on each page to complete the ordering process.

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- **Payment may be made by:** credit card, checks, money order, or purchase order.
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My Child's VPK Experience

Child's Name

attended VPK during the _____ School Year Summer
Year (Circle One)

Program Information: _____

Program Name

Address

City, State, Zip

Phone Number

This Child Portfolio was completed by _____

Purpose of the Child Portfolio

Fully recognizing parents as their child's first teacher, the purpose of the *Child Portfolio* is to provide parents with information and guidance needed to continue preparing their child for kindergarten. The *Child Portfolio* is designed to help families understand what their child learned in the VPK Program, as well as things they can do at home to create developmentally appropriate learning environments for their children. Parents are also encouraged to share the portfolio with their child's Kindergarten teacher so they can understand the child's skills level.

The *Child Portfolio* also introduces the five domains of development that are included in the *Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)*:

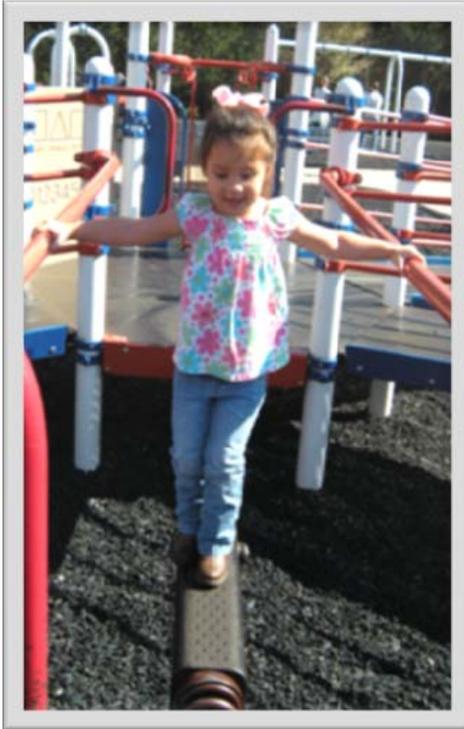
- Physical Development
- Approaches to Learning
- Social and Emotional Development
- Language, Communication, and Emergent Literacy
- Cognitive Development and General Knowledge.

Each domain contains a brief description and examples of what is learned, as well as the list of the Standards for Four-Year-Olds. A standard is an expectation of what children should know and be able to do by the end of the prekindergarten experience. Each standard is rated on a scale of "**Look What I Learned**," child shows understanding of the concept; "**Help Me Practice**," child has not completely mastered the concept; and "**Help Me Learn**," child has not learned the concept and might need additional supports to learn the concept. Also included in the portfolio is a brief summary of the child's VPK accomplishments and online resources for parents.

How to Use the Child Portfolio

1. Decide how often you will complete the *Child Portfolio* for each child in the classroom:
 - **once** at the end of the VPK year, and review with parents at an end-of-the year conference.
 - **twice** (e.g., before a fall conference and then before the spring conference), and review with parents at each conference. Use one color of ink to mark where the child is in the fall, and another color of ink to mark where the child is in the spring, or date each entry. Using the *Child Portfolio* in this way can help show parents their child's growth over time.
 - **three times** (e.g., beginning of year, mid-year, and end of year), and review with parents at conferences. Use a different color of ink to mark where the child is at each point during the year, or date each entry. Using the *Child Portfolio* in this way can help show parents their child's growth over time.
2. Observe each child and evaluate his/her progress towards meeting the standards (and benchmarks where applicable) in each domain and determine which of the following categories best describes the child's progress:
 - **Look What I Learned** — child shows understanding of the concept
 - **Help Me Practice** — child has not completely mastered the concept
 - **Help Me Learn** — child has not learned the concept and might need additional supports to learn the concept
3. Complete the *Child Portfolio* for each child in the classroom.
4. Give the completed *Child Portfolio* to parents at the end of the VPK Program, and encouraged them to share it with their child's kindergarten teacher.

I. PHYSICAL DEVELOPMENT



Physical development and overall good health is the foundation for every aspect of child development and learning. When four-year-olds are physically active and healthy, social well-being is enhanced. Their visual and auditory skills are refined in ways that facilitate language learning. Four-year-olds are developing skills that enable them to be active partners in managing their health, safety, and physical fitness. These developing skills along with medical evidence underscore the importance of health promotion in the prekindergarten classroom and at home. A growing research base demonstrates that adult medical conditions (e.g., obesity, diabetes, hypertension, and cardiovascular disease) begin to develop during gestation and early childhood. Childhood is also when many health-related behaviors (e.g., eating preferences and exercise patterns) are developed. These findings leave little doubt that promoting good health habits in prekindergarten is one step toward promoting life-long health.

Here are examples of activities that support children's physical development at home.

- Talk about the importance of brushing and flossing teeth and practice together.
- Model good hygiene practices and encourage children to wash their hands often. Talk about how germs are spread and the impact germs have on us.
- While grocery shopping or fixing a snack, talk about choosing healthy, nutritious foods over unhealthy ones.
- Schedule regular well-child check-ups with a doctor or other health care provider.
- Teach your child to swim or take him/her to swimming lessons.
- Provide daily unstructured times for physical activities (e.g., going on a bike ride, kicking a ball back and forth, taking a walk, a trip to the park).

I. PHYSICAL DEVELOPMENT

Standard	Help Me Learn	Help Me Practice	Look What I Learned
A. Health and Wellness			
1. Shows characteristics of good health to facilitate learning			
2. Shows visual abilities to facilitate learning and healthy growth and development			
3. Demonstrates auditory ability to facilitate learning and healthy growth and development			
4. Demonstrates characteristics of good oral health and performs oral hygiene routines			
5. Shows familiarity with health care providers in relation to health and wellness			
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health			
7. Shows basic physical needs are met			
8. Actively takes part in basic health and safety routines			
9. Participates in physical fitness activities			
10. Makes healthy food choices			
B. Self-Help			
1. Actively participates in self-care			
2. Helps carry out classroom routines			
C. Gross Motor Development			
1. Demonstrates increasing motor control and balance			
2. Demonstrates the ability to combine movements for gross motor skills			
D. Fine Motor Development			
1. Demonstrates increasing control of small motor muscles to perform simple tasks			
2. Uses eye-hand coordination to perform fine motor tasks			
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination			

II. APPROACHES TO LEARNING

Approaches to Learning is a unique and critical domain of children's development. Although each of the other domains of development reflects specific content knowledge that document what children know and do, Approaches to Learning is not about specific content knowledge. Instead, it addresses how children deal with new environments, interactions, and discoveries. Approaches to Learning describes children's attitudes and dispositions toward learning.

Children learn best when eagerness and curiosity, persistence, creativity, and planning and reflection are encouraged and supported in all domains of development through play. Eagerness and curiosity is observed as children show interest in exploring their immediate environment, as well as solving the challenges of learning about the larger world. While eagerness and curiosity set the stage for learning, setbacks and obstacles are a normal part of the learning process. Persistence is necessary to sustain challenging tasks in the face of obstacles and setbacks that are a normal part of children's development. A child's first approach in a new learning situation may not result in success, and the child may need to try alternate solutions or ask for help. Creativity requires flexibility of thought and imagination while relying on four-year-olds' increasing willingness to adapt familiar materials and activities in new situations and seek new ways to solve problems. Planning and reflection plays an increasingly important role in four-year-olds' development. Their early attempts at trying alternate approaches are often simple trial and error. With increasing practice and support from adults, four-year-olds are able to reflect and think through the steps of their varied approaches to learning and begin to plan solutions with increasing competence.

Here are examples of activities that encourage children to explore their environment and actively engage in learning at home.

- Ask questions that will encourage children to think, wonder, and ask more questions. Use open-ended questions that begin with who, what, when, where, why, or how, and that cannot be answered with just "yes" or "no."
- Include children in planning special events (e.g., birthday parties, family vacation, weekend activities).
- During dinner, in the car, or at bath time, provide opportunities for children to discuss and review what they did during their day.
- Provide age appropriate toys which require thinking. This includes puzzles, blocks, or sorting toys.
- Encourage children to perform routine tasks independently (e.g., cleaning up after themselves, putting a coat on before going outside on a cold day).

II. APPROACHES TO LEARNING

Standard	Help Me Learn	Help Me Practice	Look What I Learned
A. Eagerness and Curiosity			
1. Shows curiosity and is eager to learn new things and have new experiences			
B. Persistence			
1. Attends to tasks for a brief period and seeks help when needed			
C. Creativity			
1. Approaches daily activities with creativity			
D. Planning and Reflection			
1. Shows initial signs of planning and learning from their experiences			

III. SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional readiness is critical to a child's successful kindergarten transition, early school success, and later well-being. Studies indicate that young children who are able to understand and express their own feelings, understand the viewpoint and feelings of others, cooperate with peers and adults, and resolve conflicts are more likely to be successful in school. These skills are rooted in relationships with adults. Adults who are capable of creating positive relationships with children provide a secure foundation from which children can master new learning challenges. Positive relationships with adults also lead to positive relationships with peers as four-year-olds are developing important interpersonal skills. Four-year-olds construct knowledge by interacting with others and their environment, and they learn how to interact successfully with a variety of people and in different settings and circumstances.

Four-year-olds begin to use physical means of solving problems less often and develop more positive strategies (e.g., waiting, taking turns, sharing, expressing needs, listening to the needs of others, negotiating, and seeking adult help). They also begin to develop an initial awareness of what bullying means and anti-bullying strategies, with adult support over time. Children are more likely to speak up for peers when they see an injustice (e.g., mistreatment or bullying), if supportive adults are consistently modeling effective strategies to help four-year-olds solve their social problems.

Here are examples of activities that encourage children's social and emotional development at home.

- Support children when they make mistakes. Acknowledge their efforts (e.g., tell child, "I see you worked hard on that." or "You almost made it.").
- Model respect for others and good conversational skills (e.g., not interrupting others when they are speaking).
- Introduce children to other adults in the community.
- Help your child find words to describe feelings.
- Teach and help children practice self-care routines (e.g., washing hands, toileting, zipping and buttoning).

III. SOCIAL AND EMOTIONAL DEVELOPMENT

Standard	Help Me Learn	Help Me Practice	Look What I Learned
A. Self-Regulation			
a. Affective			
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment			
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time			
b. Life/Adaptive			
1. Follows simple rules, agreements, and familiar routines with teacher support			
2. Begins to use materials with increasing care and safety			
3. Adapts to transitions with increasing independence			
B. Relationships			
a. Self			
1. Shows increasing confidence in their own abilities			
b. Peers			
1. Interacts with and develops positive relationship with peers			
2. Develops special friendships			
3. Shows care and concern for others			
c. Adults			
1. Develops positive relationships and interacts comfortably with familiar adults			
D. Social Problem Solving			
1. Shows developing ability to solve social problems with support from familiar adults			
2. Develops an initial understanding of bullying, with support from familiar adults			

IV. LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

All children's oral language, including listening and speaking skills, develops at an individual pace. However, for most children, prekindergarten is a period of rapid growth and expansion of understanding, interest, and expressive language skills. When immersed in environments rich in language, new experiences, and conversation, children make dramatic gains in their comprehension of spoken language and in their ability to effectively use oral language to communicate their own ideas and experiences.

The prekindergarten period is also one of increased motivation for reading among most four-year-olds, especially those who have been exposed to reading, writing, and various forms of print in their home environments. Four-year-olds who come to prekindergarten with fewer of these experiences can benefit greatly from the chance to develop an understanding of and appreciation for written language. Just as children grow in their ability to name and recognize alphabet letters, they also gain skills in using letter-like shapes, symbols, and letters to convey meaning, and age-appropriate skill at writing letters. When given ample opportunities to interact with books and other forms of print, as well as some instruction in emergent literacy, children can learn much more about the purposes and concepts of written language and about the sounds and letters that combine to form print. Four-year-olds learn best through experiences that are meaningful and interesting to them and through repetition over time, rather than through drill.

Here are examples of activities that encourage children's language, communication, and emergent literacy development at home.

- Create comfortable, inviting spaces for reading. Provide good lighting and make the space cozy by adding throw pillows, bean bag chairs, and a book basket.
- Play a clapping game with your child, clapping once while saying each syllable in his/her name.
- Let your child see you write. Provide your child with materials (e.g., crayons, pencils, paper) and a space for writing.
- Provide magnetic letters for your child to practice forming her/his name and words he/she wants to know.
- Encourage your child to invent his/her own spelling for words (e.g., shopping lists, reminder notes, messages, signs, and stories).
- Give your child books as gifts and take him/her to the public or school library to get a library card and check out books.
- Accept your child's "pretend reading."
- Read your child's favorite stories over and over again.
- Ask your child questions (e.g., "What was your favorite part of the day?" "What did you do at school?" "Whom did you play with?").
- Read stories to children and ask who, what, where, when, and why questions about the stories.
- Let your child know what he/she says is important by listening to him/her.

IV. LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Standard/Benchmark	Help Me Learn	Help Me Practice	Look What I Learned
A. Listening and Understanding			
1. Increases knowledge through listening			
<u>Benchmark a:</u> Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.			
2. Follows multi-step directions.			
<u>Benchmark a:</u> Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.			
B. Speaking			
1. Speech is understood by both a familiar and an unfamiliar peer or adult			
<u>Benchmark a:</u> Child's speech is understood by both a familiar and an unfamiliar adult.			
C. Vocabulary			
1. Shows an understanding of words and their meanings			
<u>Benchmark a:</u> Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).			
<u>Benchmark b:</u> Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).			
<u>Benchmark c:</u> Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).			
2. Shows increased vocabulary to describe many objects, actions and events			
<u>Benchmark a:</u> Child uses a large speaking vocabulary, adding new words weekly.			
<u>Benchmark b:</u> Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools)			

IV. LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY (continued)

Standard/Benchmark	Help Me Learn	Help Me Practice	Look What I Learned
C. Vocabulary (continued)			
3. Shows increased vocabulary to describe many objects, actions and events (continued)			
<u>Benchmark c:</u> Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location)			
D. Sentence and Structure			
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences			
<u>Benchmark a:</u> Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.			
<u>Benchmark b:</u> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.			
2. Connects phrases and sentences to build ideas			
<u>Benchmark a:</u> Child uses sentences with more than one phrase.			
<u>Benchmark b:</u> Child combines more than one idea using complex sentences.			
<u>Benchmark c:</u> Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.			
E. Conversation			
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems			
<u>Benchmark a:</u> Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).			
2. Initiates, ask questions, and responds to adults and peers in a variety of settings			
<u>Benchmark a:</u> Child follows another's conversational lead appropriately initiates or terminates conversations, or appropriately introduces new content.			
<u>Benchmark b:</u> Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).			

IV. LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY (continued)

Standard/Benchmark	Help Me Learn	Help Me Practice	Look What I Learned
E. Conversation (continued)			
3. Uses appropriate language and style for context			
<u>Benchmark a:</u> Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).			
<u>Benchmark b:</u> Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).			
<u>Benchmark c:</u> Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).			
F. Emergent Reading			
1. Shows motivation for reading			
<u>Benchmark a:</u> Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).			
<u>Benchmark b:</u> Child interacts appropriately with books and other materials in a print-rich environment.			
<u>Benchmark c:</u> Child asks to be read to or asks the meaning of written text.			
2. Shows age-appropriate phonological awareness			
<u>Benchmark a:</u> Child can distinguish individual words within spoken phrases or sentences.			
<u>Benchmark b:</u> Child combines words to make a compound word (e.g., "foot" + "ball" = "football")			
<u>Benchmark c:</u> Child deletes a word from a compound word (e.g., "starfish" – "star" = "fish").			
<u>Benchmark d:</u> Child combines syllables into words (e.g., "sis" + "ter" = "sister").			
<u>Benchmark e:</u> Child can delete a syllable from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can").			
<u>Benchmark f:</u> Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + "at," child can select the picture of the cat).			

IV. LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY (continued)

Standard/Benchmark	Help Me Learn	Help Me Practice	Look What I Learned
F. Emergent Reading (continued)			
3. Shows alphabetic knowledge			
<u>Benchmark a:</u> Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).			
<u>Benchmark b:</u> Child names most letters (e.g., when shown an upper-case or lowercase letter, can accurately say its name).			
<u>Benchmark c:</u> Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).			
<u>Benchmark d:</u> Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).			
4. Demonstrates comprehension of text read aloud			
<u>Benchmark a:</u> Child retells or reenacts story after it is read aloud.			
<u>Benchmark b:</u> Child asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if...?" "What was so silly about...?" "How would you feel if you...?").			
G. Emergent Writing			
1. Shows motivation to engage in written expression			
<u>Benchmark a:</u> Child demonstrates their understanding of the connections among their own ideas, experiences, and written expression.			
<u>Benchmark b:</u> Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).			
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas			
<u>Benchmark a:</u> Child independently uses letter-like shapes or letters to write words or parts of words.			
<u>Benchmark b:</u> Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.			
3. Demonstrates age-appropriate ability to write letters			
<u>Benchmark a:</u> Child independently writes some letters on request.			

IV. LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY (continued)

Standard/Benchmark	Help Me Learn	Help Me Practice	Look What I Learned
G. Emergent Writing (continued)			
4. Demonstrates knowledge of purposes, functions, and structure of written composition			
<u>Benchmark a:</u> When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with "Dear"; or a story with a beginning, middle, and end.)			

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

A. Mathematical Thinking

Mathematical Thinking refers to the study of quantities and their relationships. The six areas in which four-year-olds demonstrate mathematical skills are number sense, number and operations, patterns and seriation, geometry, spatial relations, and measurement. Children are naturally curious about number and mathematic concepts. Through meaningful experiences and discussion, children can share their understanding of mathematical concepts (e.g., making patterns with colored blocks, commenting about the height of plants growing in the vegetable garden, matching the number of napkins needed to the number of plates on the dinner table).

Number sense involves the four-year-old's ability to count and construct sets of objects, use one-to-one correspondence, and understand whether two sets are equal or one set has more or less. Number and operations focuses on developing children's skills in manipulating sets of numbers (e.g., combining sets of concrete objects and taking objects away from a set). Patterns and seriation outlines the four-year-olds' skills in recognizing and creating patterns, as well as ordering objects in a series (seriation). Geometry identifies children's growing abilities to recognize, manipulate, and compare two-dimensional shapes that are common in their world, using a variety of concrete objects. Four-year-olds also begin to identify and compare three-dimensional shapes and to explore symmetry as they build with blocks and other concrete objects. Spatial relations focuses on language by introducing positional words (e.g., over, under, right, left) that help children to understand and describe their world as they become more capable in relating to others. Measurement helps children to understand and make sense of their world as they compare quantities using length, weight, and height and represent and analyze data.

Here are examples of activities that support children's mathematical thinking at home.

- Encourage children to count during everyday activities (e.g., counting the number of people in a line at the grocery store, how many places to set at the dinner table, counting as high as possible before the traffic light changes from red to green), and point out numerals (written) in the world around them.
- Allow your child to assist you during cooking activities and discuss the order that ingredients should be added to the recipe (e.g., "First, we will add the flour. Second, we need one cup of milk. Third, we must stir in the eggs. Fourth, we will add . . .").
- Draw attention to patterns in nature (e.g., ridges in tree bark, veins in leaves).
- Help children find objects at home and in nature to place in increasing order according to size (e.g., shoes, rocks, books, toy cars, balls, flowers, leaves, seashells).
- Play "I Spy" with your child in the car or at the park by naming a shape and having him/her find it.

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

A. Mathematical Thinking

Standard/Benchmark	Help Me Learn	Help Me Practice	Look What I Learned
A. Mathematical Thinking			
a. Number Sense			
1. Demonstrates understanding of one-to-one correspondence			
<u>Benchmark a:</u> Child demonstrates one-to-one correspondence when counting.			
<u>Benchmark b:</u> Child demonstrates one-to-one correspondence to determine if two sets are equal.			
2.. Shows understanding of how to count and construct sets			
<u>Benchmark a:</u> Child counts sets in the range of 10 to 15 objects.			
<u>Benchmark b:</u> Child constructs sets in the range of 10 to 15 objects.			
3. Shows understanding by participating in the comparison of quantities			
<u>Benchmark a:</u> Child compares two sets to determine if they are equal.			
<u>Benchmark b:</u> Child compares two sets to determine if one set has more.			
<u>Benchmark c:</u> Child compares two sets to determine if one set has fewer.			
<u>Benchmark d:</u> Child determines ones set of objects is a lot more than another set of objects.			
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10			
5. Counts and knows the sequence of number names (spoken)			
<u>Benchmark a:</u> Child counts and recognizes number names (spoken) in the range of 10 to 15.			
<u>Benchmark b:</u> Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.			
6. Shows understanding of and uses appropriate terms to describe ordinal positions			
<u>Benchmark a:</u> Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).			
<u>Benchmark b:</u> Child names ordinal positions (e.g., first, second, third, fourth, fifth).			

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

A. Mathematical Thinking (continued)

Standard/Benchmark	Help Me Learn	Help Me Practice	Look What I Learned
A. Mathematical Thinking			
b. Number and Operations			
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)			
<u>Benchmark a:</u> Child indicates there are more when combining (adding) sets of objects.			
<u>Benchmark b:</u> Child indicates there are less (fewer) when removing (subtracting) objects from a set.			
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities			
<u>Benchmark a:</u> Child combines sets of objects to equal a set no larger than 10.			
<u>Benchmark b:</u> Child removes objects from a set no larger than 10.			
<u>Benchmark c:</u> Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.			
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time			
c. Patterns and Seriation			
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern such as rainbow)			
<u>Benchmark a:</u> Child recognizes patterns and non-patterns.			
<u>Benchmark b:</u> Child duplicates identical patterns with at least two elements.			
<u>Benchmark c:</u> Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern)			
<u>Benchmark d:</u> Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.			
2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)			
<u>Benchmark a:</u> Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).			
<u>Benchmark b:</u> Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.			

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

A. Mathematical Thinking (continued)

Standard/Benchmark	Help Me Learn	Help Me Practice	Look What I Learned
A. Mathematical Thinking			
d. Geometry			
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)			
<u>Benchmark a:</u> Child categorizes (sorts) examples of two-dimensional shapes.			
<u>Benchmark b:</u> Child names two-dimensional shapes.			
<u>Benchmark c:</u> Child constructs examples of two-dimensional shapes.			
<u>Benchmark d:</u> Child identifies the number of sides of two-dimensional shapes.			
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations			
<u>Benchmark a:</u> Child slides shapes, with teacher support and multiple experiences over time.			
<u>Benchmark b:</u> Child flips shapes, with teacher support and multiple experiences over time.			
<u>Benchmark c:</u> Child rotates shapes, with teacher support and multiple experiences over time.			
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)			
<u>Benchmark a:</u> Child categorizes (sorts) examples of three-dimensional shapes.			
<u>Benchmark b:</u> Child names three-dimensional shapes.			
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects.			
e. Spatial Relations			
1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)			
<u>Benchmark a:</u> Child shows understanding of positional words (receptive knowledge).			
<u>Benchmark b:</u> Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.			

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

A. Mathematical Thinking (continued)

Standard/Benchmark	Help Me Learn	Help Me Practice	Look What I Learned
A. Mathematical Thinking			
e. Spatial Relations			
2. Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")			
3. Understands and can tell the difference between orientation terms such as horizontal, diagonal, and vertical			
4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)			
f. Measurement			
1. Engages in activities that explore measurement			
2. Compares continuous quantities using length, weight, and height			
<u>Benchmark a</u> : Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.			
<u>Benchmark b</u> : Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.			
<u>Benchmark c</u> : Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.			
<u>Benchmark d</u> : Child uses measurement vocabulary (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.			
3. Represents and analyzes data			
<u>Benchmark a</u> : Child assists with collecting and sorting materials to be graphed.			
<u>Benchmark b</u> : Child works with teacher and small groups to represent mathematical relations in charts and graphs.			
<u>Benchmark c</u> : Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.			
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time			

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

B. Scientific Inquiry

The areas in which four-year-olds demonstrate Scientific Inquiry skills are investigation and inquiry, physical science, life science, earth and space, and environmental awareness. Children are natural investigators and their levels of understanding deepen over time with varied experiences. Adults should capitalize on children's curiosity during play and encourage discussion and expression of their ideas as they participate in scientific activities (e.g., rolling a ball or car, exploring nature, engineering and building during block play, and cooking with adult supervision).

Investigation and inquiry is demonstrated when children ask questions, use simple tools, and make comparisons. When adults respond to children's questions, curiosity and scientific thinking are fostered. The natural world and physical events are fascinating to four-year-olds. Physical science helps children to understand and make sense of their world. Life science identifies children's increasing abilities to explore growth and change of living things. Earth and space focuses on understanding things naturally found in our environment. Environmental awareness is demonstrated as four-year-olds begin to show awareness of their environment.

Here are examples of activities that support children's scientific inquiry at home.

- Provide supervised opportunities to examine how tools work (e.g., looking at and discussing pulleys, taking apart broken small appliances with adult supervision).
- With close supervision, involve children in the meaningful use of household tools (e.g., funnels, eggbeaters, magnets on the refrigerator).
- Encourage and model daily energy and water conservation at home (e.g., turning off the water while brushing your teeth, turning off the lights when leaving a room).
- Buy or create a weather chart with your child. Post the weather chart and discuss the daily weather conditions (e.g., hot, cold, sunny, rainy, windy, foggy, cloudy, sunny) with your child.
- During everyday activities ask your child to tell which of the five senses he/she is using to complete the different tasks (e.g., using the sense of sight to locate a favorite pair of shoes; using the sense of smell to guess what's for dinner; using the sense of taste to choose a favorite flavor of ice cream; using the sense of hearing to hear the siren on the fire truck; using the sense of touch to button a shirt).

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

B. Scientific Inquiry

Standard	Help Me Learn	Help Me Practice	Look What I Learned
B. Scientific Inquiry			
a. Investigation and Inquiry			
1. Demonstrates the use of simple tools and equipment for observing and investigating			
2. Examines objects and makes comparisons			
b. Physical Science			
1. Explores the physical properties and creative use of objects or matter			
c. Life Science			
1. Explores growth and change of living things			
2. Identifies the characteristics of living things			
3. Identifies the five senses and explores functions of each			
d. Earth and Space			
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time			
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment			
e. Environmental Awareness			
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time			

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

C. Social Studies

Four-year-olds demonstrate their knowledge of social studies in the areas of individual development and identity, people and places, technology and our world, and civic ideals and practices. Children's experiences in social studies begin from birth, as we are social beings who naturally interact with others. In the four-year-old year, children's social experiences include themselves and their families as well as their classroom community and the local community that they have interactions with (e.g., firefighters, the park, the grocery store).

Individual development and identity is demonstrated as children begin to recognize and appreciate similarities and differences in people and understand the roles of the family. Four-year-olds demonstrate knowledge of people, places, and environments as they identify attributes of familiar people, understanding family roles and relationships, and develop new ways of examining and noticing places and the environment. Technology and our world is demonstrated as children build awareness, learn how to interact with technology, and understand how technology affects life. Civic ideals and practices, like group rules, are becoming easier to understand and follow, and four-year-olds have a beginning understanding of leadership.

Here are examples of activities that support children's understanding of social studies at home.

- Take walking trips around the neighborhood and note geographic features and landmarks. Use a digital camera to take pictures (e.g., of friends, nature, the favorite places).
- Discuss with your child how community services impact our daily lives (e.g., "How does food get to the grocery store?" "How is mail delivered?" "Where does trash go after it leaves our house?").
- Keep rules simple, positive, and easy to remember; rules that are based on the concept of safety (e.g., "helpful" or "hurtful") are more meaningful for young children.
- Discuss why rules are important and what would happen if we had no rules (e.g., looking both ways before crossing the street, sharing with others).
- Allow your child to have a leadership role as a helper at home (e.g., passing out plates, cups, and utensils for dinner).

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

C. Social Studies

Standard	Help Me Learn	Help Me Practice	Look What I Learned
C. Social Studies			
a. Individual Development and Identity			
1. Begins to recognize and appreciate similarities and differences in people			
2. Begins to understand family characteristics, roles, and functions			
3. Shows awareness and describes some social roles and jobs that people do			
b. People, Places, and Environments			
1. Demonstrates awareness of geographic thinking			
c. Technology and Our World			
1. Shows awareness of technology and its impact on how people live			
d. Civic Ideals and Practices			
1. Demonstrates awareness of group rules (civics)			
2. Begins to understand and take on leadership roles			

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

D. Creative Expression Through The Arts

Creative Expression Through The Arts provides four-year-olds with opportunities to express ideas and feelings, use words, manipulate tools and media, and solve problems in four areas: visual arts, music, creative movement and dance, and dramatic play and theatre. Through the arts, children learn to express what they know, pursue their own interests and abilities, and appreciate the contributions of others. They begin to understand that others can be creative in different ways and show appreciation for these differences by asking questions and commenting.

Visual arts is demonstrated when four-year-olds are able to stay involved in creative visual art activities that allow them to share their understanding and knowledge through visual art media (e.g., paint, clay, markers on paper, watercolor painting, photography). Music is demonstrated by recognizing and creating patterns through music. Singing, chanting, and rhyming enhances vocabulary and oral language development. Creative movement and dance involves children enjoying dancing and exploring the different ways they can move. This is especially effective as they are refining gross motor skills and can do more and more each day. Dramatic play and theatre, focuses on experiences that help children develop fluency of language, movement, originality, expand ideas, vocabulary, imitation, and self-expression.

Here are examples of activities that support children's understanding of creative expression through the arts at home.

- Introduce many types of music (e.g., jazz, hip hop, folk, classical, reggae) through recordings, instruments, and special events.
- Save a variety of materials (e.g., newspaper, paper fabric scraps, paper towel rolls, boxes, old magazines) from around the house and allow children to use for creative experiences.
- Play different types of music in the CD player on the ride to and from school and sing songs in the car.
- Take a nature walk outside to find possible objects to use as instruments (e.g., scrap wood, heavy sticks, broken branch with leaves, gourds, large seed pods, pebbles, stones).
- Encourage your child to talk about and describe the instruments that were made from objects found during a nature walk and what types of sound each can make (e.g., soft, loud, rattling, sharp).
- Ask your child questions about what he/she sees in a piece of artwork or picture while spending time in the community (e.g., museum, library, billboard, mural).
- Use your child's favorite story or rhyme to create, plan, and produce a puppet show; document the puppet show (e.g., videotape or photos).

V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

D. Creative Expression Through The Arts

Standard	Help Me Learn	Help Me Practice	Look What I Learned
D. Creative Expression Through The Arts			
a. Visual Arts			
1. Explores visual arts			
2. Creates visual arts to communicate an idea			
3. Discusses and responds to the feelings caused by an artwork			
b. Music			
1. Explores music			
2. Creates music to communicate an idea			
3. Discusses and responds to the feelings caused by music			
c. Creative Movement and Dance			
1. Explores creative movement and dance			
2. Creates creative movement and dance to communicate an idea			
3. Discusses and responds to the feelings caused by creative movement and dance			
d. Dramatic Play and Theatre			
1. Explores dramatic play and theatre			
2. Creates dramatic play and theatre to communicate an idea			
3. Discusses and responds to the feelings caused by dramatic play and theatre			

SUMMARY OF VPK ACCOMPLISHMENTS

Beginning of the Year

Date: _____

Completed by: _____

Mid-Year

Date: _____

Completed by: _____

End of the Year

Date: _____

Completed by: _____

Online Resources for Parents

Bright Beginnings: Includes resources and strategies designed to help parents get involved in their child's education.

<http://www.brightbeginningsfl.org/Parent/Default.aspx>

Center for Early Literacy Learning (CELL): Promotes the adoption and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of young children

<http://www.earlyliteracylearning.org>

Division of Early Childhood of the Council for Exceptional Children: Promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities.

<http://www.dec-spced.org>

Early Childhood: Where Learning Begins: Mathematical activities for parents and their 2- to 5-year-old children.

<http://www.ed.gov/pubs/EarlyMath/title.html>

Get Ready to Read! Provides an easy-to-administer, research-based screening tool to early childhood educators, child care providers, and parents in order to help them prepare all children to learn to read and write.

<http://www.getreadytoread.org>

Helping Your Child Learn Math: Resource for parents to help their children learn math in everyday events.

<http://www.math.com/parents/articles/helpmath.html>

National Association for the Education of Young Children (NAEYC): Focuses on the quality of educational and developmental services for all children from birth through age eight.

<http://www.naeyc.org>

National Center for Early Development and Learning: Focuses on enhancing the cognitive, social and emotional development of children from birth through age eight.

<http://www.fpg.unc.edu/~ncedl>

National Center for Learning Disabilities: Promotes high quality early education services and supports all children, including those who struggle with learning.

<http://www.nclld.org>

PBS Parents: Child development tracker with a list of general goals for children ages 4-5 in preparation for kindergarten.

<http://www.pbs.org/parents/childdevelopment>

Zero to Three: Supports the healthy development and well-being of infants, toddlers, and their families.

<http://www.zerotothree.org>

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Resources Available for Review by Standards Panel of Experts Committee During the Development of the Florida Early Learning and Developmental Standards-for-Four-Year-Olds (2011)

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