

# Approaches to Learning: Preschool

## Persistence & Engagement in Learning

### 1 Engagement and Attention

Pre 3

- 1 Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support. [ATL.PEL.P3.1](#)
- 2 Ignores distractions briefly when engrossed in an activity. [ATL.PEL.P3.2](#)
- 3 Remembers and follows one- or two-step directions. [ATL.PEL.P3.3](#)

Pre 4

- 1 Sustains attention to task despite distractions. [ATL.PEL.P4.1](#)
- 2 Gathers information through listening. Remembers what was said in brief group discussion. [ATL.PEL.P4.2](#)

---

### 2 Persistence

Pre 3

- 4 Practices an activity many times until successful. [ATL.PEL.P3.4](#)

Pre 4

- 3 Carries out tasks, activities, projects or experiences from beginning to end. [ATL.PEL.P4.3](#)
  - 4 Remains focused on the task at hand even when frustrated or challenged. [ATL.PEL.P4.4](#)
-

## Initiative

### 1 Curiosity and Initiative

Pre 3

- 1 Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers). [ATL.I.P3.1](#)
- 2 Initiates play with other children and takes on a variety of roles while playing. [ATL.I.P3.2](#)
- 3 Explores, practices, understands social roles through play. [ATL.I.P3.3](#)

Pre 4

- 1 Seeks new and varied experiences and challenges through play. [ATL.I.P4.1](#)
  - 2 Chooses activities to do alone or with others. [ATL.I.P4.2](#)
  - 3 Invites other children to join groups or activities. [ATL.I.P4.3](#)
  - 4 Makes and follows plans for games or activities with other children. [ATL.I.P4.4](#)
- 

### 2 Sense of Competence

Pre 3

- 4 Recognizes own abilities and expresses satisfaction when demonstrating them to others. [ATL.I.P3.4](#)
- 5 Knows self as part of family, culture, spiritual group or community. [ATL.I.P3.5](#)
- 6 Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterward. [ATL.I.P3.6](#)

Pre 4

- 5 Shows pride in family composition; recognizes self as important to family and friends. [ATL.I.P4.5](#)
  - 6 Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). [ATL.I.P4.6](#)
  - 7 Associates emotions with words and facial expressions. [ATL.I.P4.7](#)
-

## Creativity

### 1 Problem Solving

Pre 3

- 1 Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance. [ATL.C.P3.1](#)
- 2 Recognizes making a mistake and sometimes is able to correct it. [ATL.C.P3.2](#)
- 3 Remembers and applies two rules simultaneously (e.g., books go here, trucks there). [ATL.C.P3.3](#)

Pre 4

- 1 Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed. [ATL.C.P4.1](#)
  - 2 Is able to delay gratification for better payoff later; anticipates consequences of own behavior. [ATL.C.P4.2](#)
  - 3 Understands what is real and what is make-believe. [ATL.C.P4.3](#)
- 

### 2 Creativity and Flexibility

Pre 3

- 4 Creates own ideas for play, using imagination and inventing new ways to use everyday materials. [ATL.C.P3.4](#)
- 5 Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions. [ATL.C.P3.5](#)
- 6 Identifies ways to change behavior to respond to desires and needs of others. [ATL.C.P3.6](#)

Pre 4

- 4 Invents new activities through play. [ATL.C.P4.4](#)
- 5 Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings. [ATL.C.P4.5](#)
- 6 Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals). [ATL.C.P4.6](#)