Utah Early Learning

Lifelong Learning — Ages 3–5

Age 3

LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING In the Approaches to Learning Standards, children develop self-regulation and executive functioning, learning engagement (initiative and persistence), and creativity and curiosity.

SELF-REGULATION AND EXECUTIVE FUNCTIONING Self-Regulation, which is the ability to regulate one's own behavior while engaging with others and in the learning environment, is a key developmental task of the preschool years. Executive Functioning includes the essential learning skills of attention focusing, working memory, information processing, and reflection.

1. With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active). LLP 3 YR.1.1
2. With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation). LLP 3 YR.1.2
3. With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review the pictures on the daily schedule to see what activity comes before recess). LLP 3 YR.1.3
4. With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains that she took a deep breath to help herself calm down). LLP 3 YR.1.4

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LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE) Learning Engagement is the way children continue to develop the ability to actively explore and participate in the learning environment. This engagement involves supporting the child as the child develops self-directed, goal-oriented exploration and discovery.

INITIATIVE Initiative involves children continuously developing the skills for engaging in learning, planning, and implementing strategies for accomplishing their goals.

1. With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play). LLP 3 YR.2.1
2. With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons). LLP 3 YR.2.2
3. With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences). LLP 3 YR.2.3

PERSISTENCE Persistence describes the child's ability to focus on engagement with learning materials and activities for increasing periods of time. Teachers support children as they learn that making mistakes and trying different strategies are part of the learning process. Teachers support persistence as they assist children to recognize their ability to complete challenging or difficult tasks.

1. With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces). LLP 3 YR.2.4
2. With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively. LLP 3 YR.2.5

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CREATIVITY AND CURIOSITY The Creativity and Curiosity strand focuses on supporting children's natural curiosity and creativity as they explore and learn about the world around them. Adults encourage children to develop flexibility and originality as they use materials and activities to investigate their immediate environments.

1. With prompting and support, discover answers and solutions to questions to expand their knowledge and skills. LLP 3 YR.3.1
2. With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem). LLP 3 YR.3.2
3. With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play). LLP 3 YR.3.3
4. With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach). LLP 3 YR.3.4

LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT Social development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings.

SELF-AWARENESS Children identify their personal characteristics and nurture self-confidence as they approach tasks.

1. Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes). LLP 3 YR.4.1
2. Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities). LLP 3 YR.4.2
3. Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space). LLP 3 YR.4.3
4. Communicate wants and needs with actions or words. LLP 3 YR.4.4
5. Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs). LLP 3 YR.4.5

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EMOTIONS Children identify and regulate their emotions, manage stress, and show self-discipline as well as recognize the emotional experiences of others. Emotions are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Emotional Health Standards found in Health Education Strand 3 are incorporated below.

1. In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying). LLP 3 YR.5.1
2. Recognize that different feelings are experienced throughout the day. LLP 3 YR.5.2
3. With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired). HE 3 YR.3.1
4. With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness). HE 3 YR.3.2
5. With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations. HE 3 YR.3.3

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RELATIONSHIPS Children develop relationships through communication and social engagement. Children begin to learn to cooperate and resolve conflict with peers and adults.

COMMUNICATION Communication begins with awareness of others, learning social cues, and building relationships. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

1. With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults. LLP 3 YR.6.1
2. With prompting and support, begin to participate in back and forth conversation with peers or adults. LLP 3 YR.6.2
3. Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play. HE 3 YR.2.2

SOCIAL ENGAGEMENT Children build appropriate social skills as they learn to negotiate friendships, join in play, and interact cooperatively. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

1. With prompting and support, show interest in peers with positive nonverbal gestures (for example, a child will smile at or move close to another child). LLP 3 YR.6.3
2. With prompting and support, show awareness of and respect others' personal space. LLP 3 YR.6.4
3. With prompting and support, begin to play with others while maintaining self-control. LLP 3 YR.6.5
4. With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs. HE 3 YR.2.3
5. With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others). HE 3 YR.2.4

CONFLICT RESOLUTION / PROBLEM SOLVING Children will begin to recognize that problems exist and learn how to resolve simple conflicts utilizing communication and problem-solving skills.

1. Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult). LLP 3 YR.6.6

Age 4

LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING In the Approaches to Learning Standards, children develop self-regulation and executive functioning, arning engagement (initiative and persistence), and creativity and curiosity.

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SELF-REGULATION AND EXECUTIVE FUNCTIONING Self-Regulation, which is the ability to regulate one's own behavior while engaging with others and in the learning environment, is a key developmental task of the preschool years. Executive Functioning includes the essential learning skills of attention focusing, working memory, information processing, and reflection.

1. With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities). LLP 4 YR.1.1
2. With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses). LLP 4 YR.1.2
3. With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day). LLP 4 YR.1.3
4. With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks). LLP 4 YR.1.4

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LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE) Learning Engagement is the way children continue to develop the ability to actively explore and participate in the learning environment. This engagement involves supporting the child as the child develops self-directed, goal-oriented exploration and discovery.

INITIATIVE Initiative involves children continuously developing the skills for engaging in learning, planning, and implementing strategies for accomplishing their goals.

1 With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play. LLP 4 YR.2.1

2 Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains). LLP 4 YR.2.2

3 Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home). LLP 4 YR.2.3

PERSISTENCE Persistence describes the child's ability to focus on engagement with learning materials and activities for increasing periods of time. Teachers support children as they learn that making mistakes and trying different strategies are part of the learning process. Teachers support persistence as they assist children to recognize their ability to complete challenging or difficult tasks.

1 Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need). LLP 4 YR.2.4

2 Develop the ability to sustain engagement in active learning small- and large-group activities, working alone or cooperatively. LLP 4 YR.2.5

CREATIVITY AND CURIOSITY The Creativity and Curiosity strand focuses on supporting children's natural curiosity and creativity as they explore and learn about the world around them. Adults encourage children to develop flexibility and originality as they use materials and activities to investigate their immediate environments.

1 Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills. LLP 4 YR.3.1

2 With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving). LLP 4 YR.3.2

3 Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave). LLP 4 YR.3.3

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4 Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach). LLP 4 YR.3.4

LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT Social development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings.

SELF-AWARENESS Children identify their personal characteristics and nurture self-confidence as they approach tasks.

1. Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others. LLP 4 YR.4.1
2. Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork). LLP 4 YR.4.2
3. Begin to maintain personal boundaries while participating in movement or daily classroom activities. LLP 4 YR.4.3
4. Communicate wants and needs including thoughts and feelings with actions or words. LLP 4 YR.4.4
5. Begin to contribute and take pride in the classroom community (for example, volunteer to help others). LLP 4 YR.4.5

EMOTIONS Children identify and regulate their emotions, manage stress, and show self-discipline as well as recognize the emotional experiences of others. Emotions are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Emotional Health Standards found in Health Education Strand 3 are incorporated below.

1. Separate and reunite with parents or caregivers without stress. LLP 4 YR.5.1
2. Recognize that feelings can change and different feelings are experienced throughout the day. LLP 4 YR.5.2
3. Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired). HE 4 YR.3.1
4. With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness). HE 4 YR.3.2
5. With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations. HE 4 YR.3.3

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RELATIONSHIPS Children develop relationships through communication and social engagement. Children begin to learn to cooperate and resolve conflict with peers and adults.

COMMUNICATION Communication begins with awareness of others, learning social cues and building relationships. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

1. With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults. LLP 4 YR.6.1
2. With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation). LLP 4 YR.6.2
3. Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play. HE 4 YR.2.2

SOCIAL ENGAGEMENT Children build appropriate social skills as they learn to negotiate friendships, join in play, and interact cooperatively. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

1. Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder). LLP 4 YR.6.3
2. Maintain awareness of and respect others' personal space. LLP 4 YR.6.4
3. Begin to maintain self-control during play with others. LLP 4 YR.6.5
4. With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs. HE 4 YR.2.3
5. With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others). HE 4 YR.2.4

CONFLICT RESOLUTION / PROBLEM SOLVING Children will begin to recognize that problems exist and learn how to resolve simple conflicts utilizing communication and problem-solving skills.

1. Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult). LLP 4 YR.6.6