

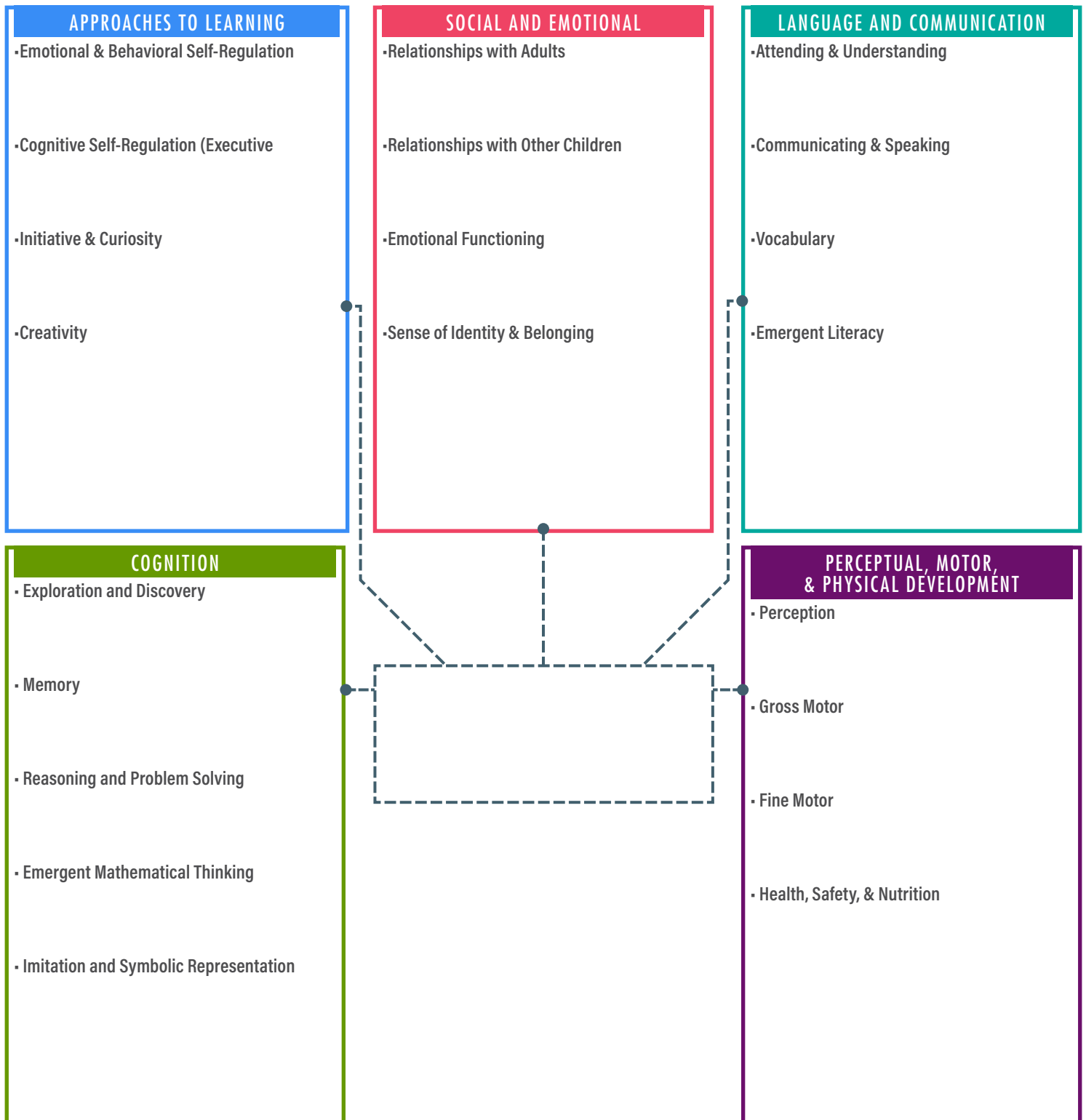
MAKING IT WORK

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B-3:

Step 1: Making the Connection

Making the Connection – Part A. Birth to Three.



Making the Connection – Part B. Birth to Three.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



APPROACHES TO LEARNING

APPROACHES TO LEARNING		
Emotional and Behavioral Self-Regulation		
<input type="checkbox"/> Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	<input type="checkbox"/> Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	
Cognitive Self-Regulation (Executive Function)		
<input type="checkbox"/> Goal IT-ATL 3. Child maintains focus and sustains attention with support.	<input type="checkbox"/> Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	<input type="checkbox"/> Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.
Initiative and Curiosity		
<input type="checkbox"/> Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	<input type="checkbox"/> Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	
Creativity		
<input type="checkbox"/> Goal IT-ATL 8. Child uses creativity to increase understanding and learning.	<input type="checkbox"/> Goal IT-ATL 9. Child shows imagination in play and interactions with others.	

Making the Connection – Part B. Birth to Three.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



SOCIAL AND EMOTIONAL

SOCIAL AND EMOTIONAL		
Relationships with Adults		
<input type="checkbox"/> Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	<input type="checkbox"/> Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	<input type="checkbox"/> Goal IT-SE 3. Child learns to use adults as a resource to meet needs.
Relationships with Other Children		
<input type="checkbox"/> Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	<input type="checkbox"/> Goal IT-SE 5. Child imitates and engages in play with other children.	
Emotional Functioning		
<input type="checkbox"/> Goal IT-SE 6. Child learns to express a range of emotions.	<input type="checkbox"/> Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	<input type="checkbox"/> Goal IT-SE 8. Child expresses care and concern toward others.
		<input type="checkbox"/> Goal IT-SE 9. Child manages emotions with the support of familiar adults.
Sense of Identity and Belonging		
<input type="checkbox"/> Goal IT-SE 10. Child shows awareness about self and how to connect with others.	<input type="checkbox"/> Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.	<input type="checkbox"/> Goal IT-SE 13. Child develops a sense of belonging through relationships with others.
<input type="checkbox"/> Goal IT-SE 11. Child understands some characteristics of self and others.		

Making the Connection – Part B. Birth to Three.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



LANGUAGE & LITERACY: LANGUAGE & COMMUNICATION

Attending and Understanding		
<input type="checkbox"/> Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.	<input type="checkbox"/> Goal IT-LC 2. Child learns from communication and language experiences with others.	
Communicating and Speaking		
<input type="checkbox"/> Goal IT-LC 3. Child communicates needs and wants nonverbally and by using language.	<input type="checkbox"/> Goal IT-LC 5. Child uses increasingly complex language in conversation with others.	
<input type="checkbox"/> Goal IT-LC 4. Child uses nonverbal communication and language to engage others in interaction.	<input type="checkbox"/> Goal IT-LC 6. Child initiates nonverbal communication and language to learn and gain information.	
Vocabulary		
<input type="checkbox"/> Goal IT-LC 7. Child understands an increasing number of words used in communication with others.	<input type="checkbox"/> Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	
Emergent Literacy		
<input type="checkbox"/> Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	<input type="checkbox"/> Goal IT-LC 10. Child handles books and relates them to their stories or information.	<input type="checkbox"/> Goal IT-LC 12. Child comprehends meaning from pictures and stories.
	<input type="checkbox"/> Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	<input type="checkbox"/> Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.

Making the Connection – Part B. Birth to Three.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT		
Perception		
<input type="checkbox"/> Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	<input type="checkbox"/> Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	
Gross Motor		
<input type="checkbox"/> Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	<input type="checkbox"/> Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	<input type="checkbox"/> Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.
Fine Motor		
<input type="checkbox"/> Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.	<input type="checkbox"/> Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.	<input type="checkbox"/> Goal IT-PMP 8. Child adjusts reach and grasp to use tools.
Health, Safety, and Nutrition		
<input type="checkbox"/> Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	<input type="checkbox"/> Goal IT-PMP 10. Child uses safe behaviors with support from adults.	<input type="checkbox"/> Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

Making the Connection – Part B. Birth to Three.

1. Read the goals under each domain.



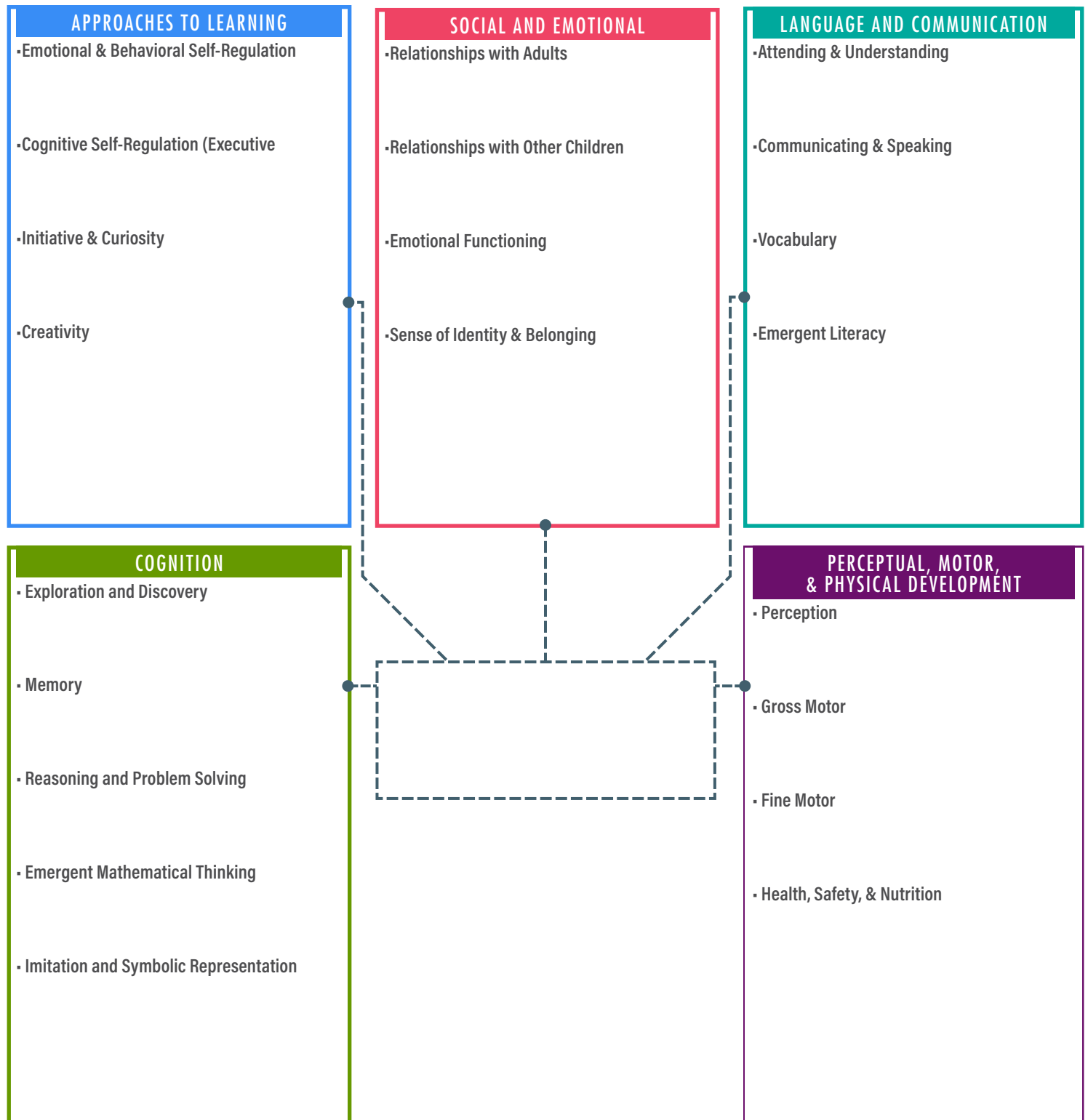
2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



COGNITION

Exploration and Discovery		
<input type="checkbox"/> Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.	<input type="checkbox"/> Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	
Memory		
<input type="checkbox"/> Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	<input type="checkbox"/> Goal IT-C 4. Child recognizes the stability of people and objects in the environment.	<input type="checkbox"/> Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.
Reasoning and Problem Solving		
<input type="checkbox"/> Goal IT-C 6. Child learns to use a variety of strategies in solving problems.	<input type="checkbox"/> Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.	
Emergent Mathematical Thinking		
<input type="checkbox"/> Goal IT-C 8. Child develops sense of number and quantity.	<input type="checkbox"/> Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	<input type="checkbox"/> Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.
Imitation and Symbolic Representation and Play		
<input type="checkbox"/> Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	<input type="checkbox"/> Goal IT-C 12. Child uses objects or symbols to represent something else.	<input type="checkbox"/> Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.

Making the Connection – Part C. Birth to Three.



B-3

Step 2: Making It Happen

Making It Happen

APPROACHES TO LEARNING — BIRTH TO THREE

-Emotional & Behavioral Self-Regulation

-Cognitive Self-Regulation (Executive Functioning)

-Initiative & Curiosity

-Creativity

ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

Making It Happen

APPROACHES TO LEARNING — BIRTH TO THREE

-Emotional & Behavioral Self-Regulation

-Cognitive Self-Regulation (Executive Functioning)

-Initiative & Curiosity

-Creativity

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

ELDERS AND/OR COMMUNITY MEMBERS

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other _____

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

- Anecdotal record
- Picture
- Other _____

- Checklist
- Child's/group's work

ASSESSMENT TOOL INDICATORS:

Making It Happen

SOCIAL AND EMOTIONAL—BIRTH TO THREE

- Relationships with Adults
- Relationships with Other Children
- Emotional Functioning
- Sense of Identity & Belonging



ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

Making It Happen



SOCIAL AND EMOTIONAL—BIRTH TO THREE

- Relationships with Adults

- Relationships with Other Children

- Emotional Functioning

- Sense of Identity & Belonging

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT	
FAMILIES:	
ELDERS AND/OR COMMUNITY MEMBERS	
PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:	
<input type="checkbox"/> Share knowledge/skill/stories <input type="checkbox"/> Assist with a specific activity <input type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year	<input type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <input type="checkbox"/> Other _____
HOW WE KNOW THE CHILD IS LEARNING	
DOCUMENTATION	
<input type="checkbox"/> Anecdotal record <input type="checkbox"/> Picture <input type="checkbox"/> Other _____	<input type="checkbox"/> Checklist <input type="checkbox"/> Child's/group's work
ASSESSMENT TOOL INDICATORS:	

Making It Happen

LANGUAGE AND COMMUNICATION — BIRTH TO THREE

-Attending & Understanding

-Communicating & Speaking

-Vocabulary



ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

Making It Happen

LANGUAGE AND COMMUNICATION — BIRTH TO THREE

-Attending & Understanding

-Communicating & Speaking

-Vocabulary



ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

ELDERS AND/OR COMMUNITY MEMBERS

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other _____

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

- Anecdotal record
- Picture
- Other _____

- Checklist
- Child's/group's work

ASSESSMENT TOOL INDICATORS:

Making It Happen

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT—BIRTH TO THREE

•Perception

•Gross Motor

•Fine Motor



ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

Making It Happen

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT—BIRTH TO THREE

•Perception

•Gross Motor

•Fine Motor



ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

ELDERS AND/OR COMMUNITY MEMBERS

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:

- | | |
|---|--|
| <input type="checkbox"/> Share knowledge/skill/stories | <input type="checkbox"/> Extend learning at home |
| <input type="checkbox"/> Assist with a specific activity | <input type="checkbox"/> Provide materials |
| <input type="checkbox"/> Assist in the classroom | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Help select cultural activities for the year | |

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

- | | |
|---|---|
| <input type="checkbox"/> Anecdotal record | <input type="checkbox"/> Checklist |
| <input type="checkbox"/> Picture | <input type="checkbox"/> Child's/group's work |
| <input type="checkbox"/> Other _____ | |

ASSESSMENT TOOL INDICATORS:

Making It Happen

COGNITION — BIRTH TO THREE

•Exploration and Discovery

•Memory

•Reasoning and Problem Solving

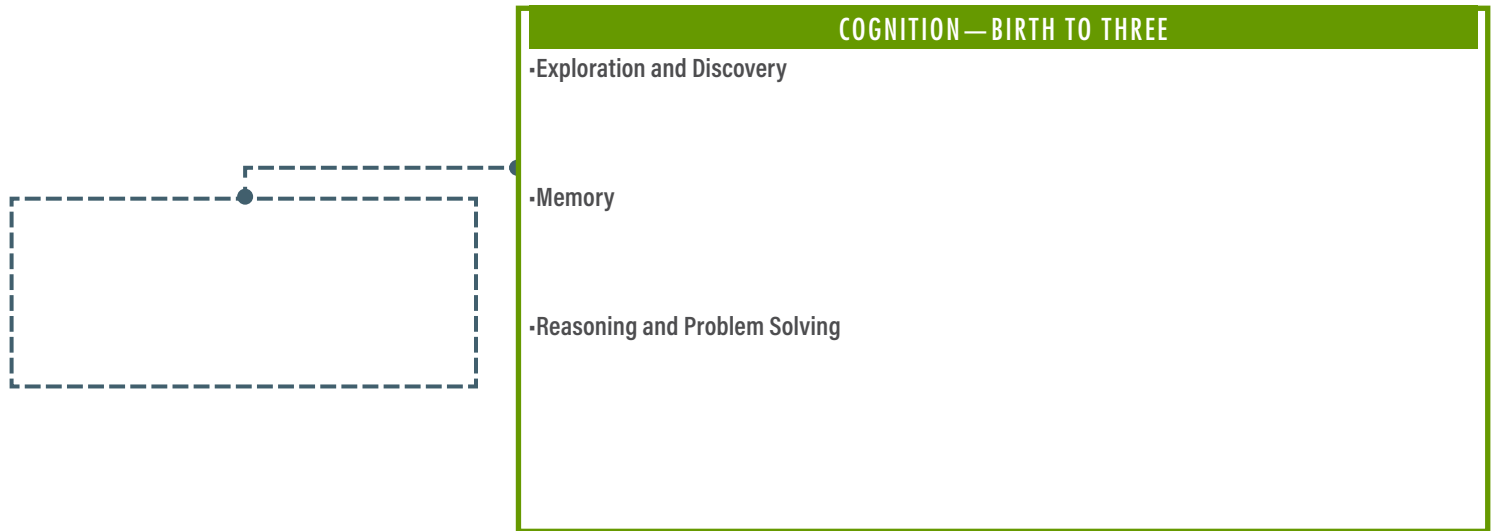


ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

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Making It Happen



ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT	
FAMILIES:	
ELDERS AND/OR COMMUNITY MEMBERS	
PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:	
<input type="checkbox"/> Share knowledge/skill/stories <input type="checkbox"/> Assist with a specific activity <input type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year	<input type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <input type="checkbox"/> Other _____
HOW WE KNOW THE CHILD IS LEARNING	
DOCUMENTATION	
<input type="checkbox"/> Anecdotal record <input type="checkbox"/> Picture <input type="checkbox"/> Other _____	<input type="checkbox"/> Checklist <input type="checkbox"/> Child's/group's work
ASSESSMENT TOOL INDICATORS:	

B-3

Step 3: Making It Real

Making It Real:

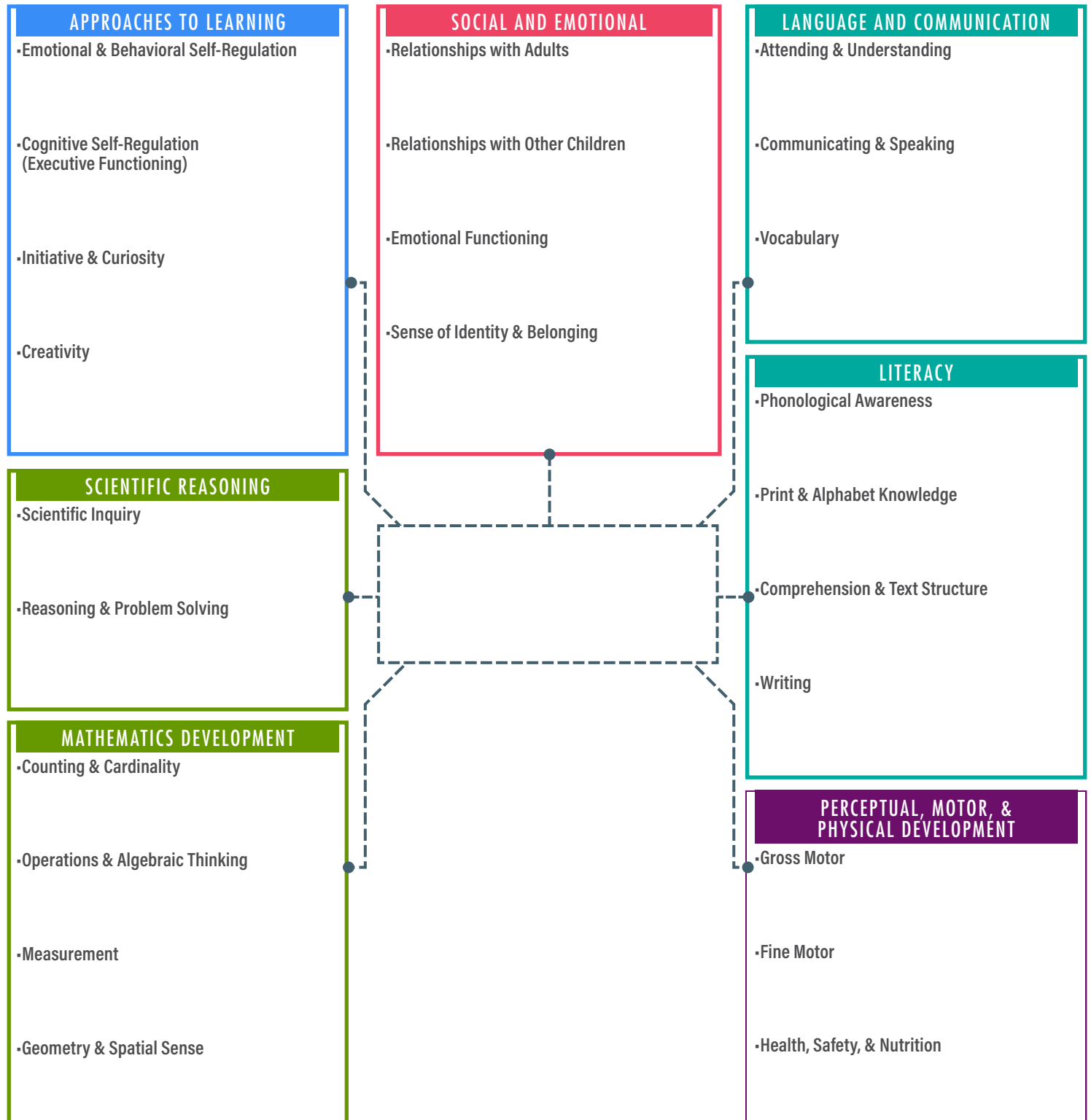
Using Assessment Data to Identify Interests and Needs

TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS						
Identify Common Interests/Strengths and Needs for Individualized Lesson Plans						
Child	Interests/Strengths	Needs	Traditional Cultural Skills/Values/Beliefs/Lifeways			
	Five Highest Assessment Scores	Three Lowest Assessment Scores				

3-5:

Step 1: Making the Connection

Making the Connection – Part A. Three to Five.



Making the Connection – Part B. Three to Five.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



APPROACHES TO LEARNING

Emotional and Behavioral Self-Regulation		
<input type="checkbox"/> Goal P-ATL 1. Child manages emotions with increasing independence.	<input type="checkbox"/> Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	<input type="checkbox"/> Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.
<input type="checkbox"/> Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.		
Cognitive and Self-Regulation (Executive Function)		
<input type="checkbox"/> Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	<input type="checkbox"/> Goal P-ATL 7. Child persists in tasks.	<input type="checkbox"/> Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.
<input type="checkbox"/> Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	<input type="checkbox"/> Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	
Initiative and Curiosity		
<input type="checkbox"/> Goal P-ATL 10. Child demonstrates initiative and independence.	<input type="checkbox"/> Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	
Creativity		
<input type="checkbox"/> Goal P-ATL 12. Child expresses creativity in thinking and communication.	<input type="checkbox"/> Goal P-ATL 13. Child uses imagination in play and interactions with others.	

Making the Connection – Part B. Three to Five.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



SOCIAL AND EMOTIONAL

SOCIAL AND EMOTIONAL		
Relationships with Adults		
<input type="checkbox"/> Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	<input type="checkbox"/> Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	
Relationships with Other Children		
<input type="checkbox"/> Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	<input type="checkbox"/> Goal P-SE 4. Child engages in cooperative play with other children.	<input type="checkbox"/> Goal P-SE 5. Child uses basic problemsolving skills to resolve conflicts with other children.
Emotional Functioning		
<input type="checkbox"/> Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	<input type="checkbox"/> Goal P-SE 7. Child expresses care and concern toward others.	<input type="checkbox"/> Goal P-SE 8. Child manages emotions with increasing independence.
Sense of Identity and Belonging		
<input type="checkbox"/> Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	<input type="checkbox"/> Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	<input type="checkbox"/> Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

Making the Connection – Part B. Three to Five.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



LANGUAGE & LITERACY: LANGUAGE & COMMUNICATION

Attending and Understanding

Goal P-LC 1.

Child attends to communication and language from others.

Goal P-LC 2.

Child understands and responds to increasingly complex communication and language from others.

Communicating and Speaking

Goal P-LC 3.

Child varies the amount of information provided to meet the demands of the situation.

Goal P-LC 4.

Child understands, follows, and uses appropriate social and conversational rules.

Goal P-LC 5.

Child expresses self in increasingly long, detailed, and sophisticated ways.

Vocabulary

Goal P-LC 6.

Child understands and uses a wide variety of words for a variety of purposes.

Goal P-LC 7.

Child shows understanding of word categories and relationships among words.

Making the Connection – Part B. Three to Five.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



LANGUAGE & LITERACY: LITERACY

Phonological Awareness

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

Print and Alphabet Knowledge

- | | |
|--|--|
| <p><input type="checkbox"/> 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).</p> | <p><input type="checkbox"/> Goal P-LIT 3.
Child identifies letters of the alphabet and produces correct sounds associated with letters.</p> |
|--|--|

Comprehension and Text Structure

- | | |
|--|---|
| <p><input type="checkbox"/> Goal P-LIT 4.
Child demonstrates an understanding of narrative structure through storytelling/re-telling.</p> | <p><input type="checkbox"/> Goal P-LIT 5.
Child asks and answers questions about a book that was read aloud.</p> |
|--|---|

Writing

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

Making the Connection – Part B. Three to Five.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT		
Gross Motor		
<input type="checkbox"/> Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	<input type="checkbox"/> Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
Fine Motor		
<input type="checkbox"/> Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.		
Health, Safety, and Nutrition		
<input type="checkbox"/> Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	<input type="checkbox"/> Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	<input type="checkbox"/> Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routine.

Making the Connection – Part B. Three to Five.

1. Read the goals under each domain.



2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



COGNITION: MATHEMATICS DEVELOPMENT

Counting and Cardinality		
<input type="checkbox"/> Goal P-MATH 1. Child knows number names and the count sequence.	<input type="checkbox"/> Goal P-MATH 3. Child understands the relationship between numbers and quantities.	<input type="checkbox"/> Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.
<input type="checkbox"/> Goal P-MATH 2. Child recognizes the number of objects in a small set.	<input type="checkbox"/> Goal P-MATH 4. Child compares numbers.	
Operations and Algebraic Theory		
<input type="checkbox"/> Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	<input type="checkbox"/> Goal P-MATH 7. Child understands simple patterns.	
Measurement		
<input type="checkbox"/> Goal P-MATH 8. Child measures objects by their various attributes using standard and nonstandard measurement. Child uses differences in attributes to make comparisons.		
Geometry and Spatial Sense		
<input type="checkbox"/> Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	<input type="checkbox"/> Goal P-MATH 10. Child explores the positions of objects in space.	

Making the Connection – Part B. Three to Five.

1. Read the goals under each domain.



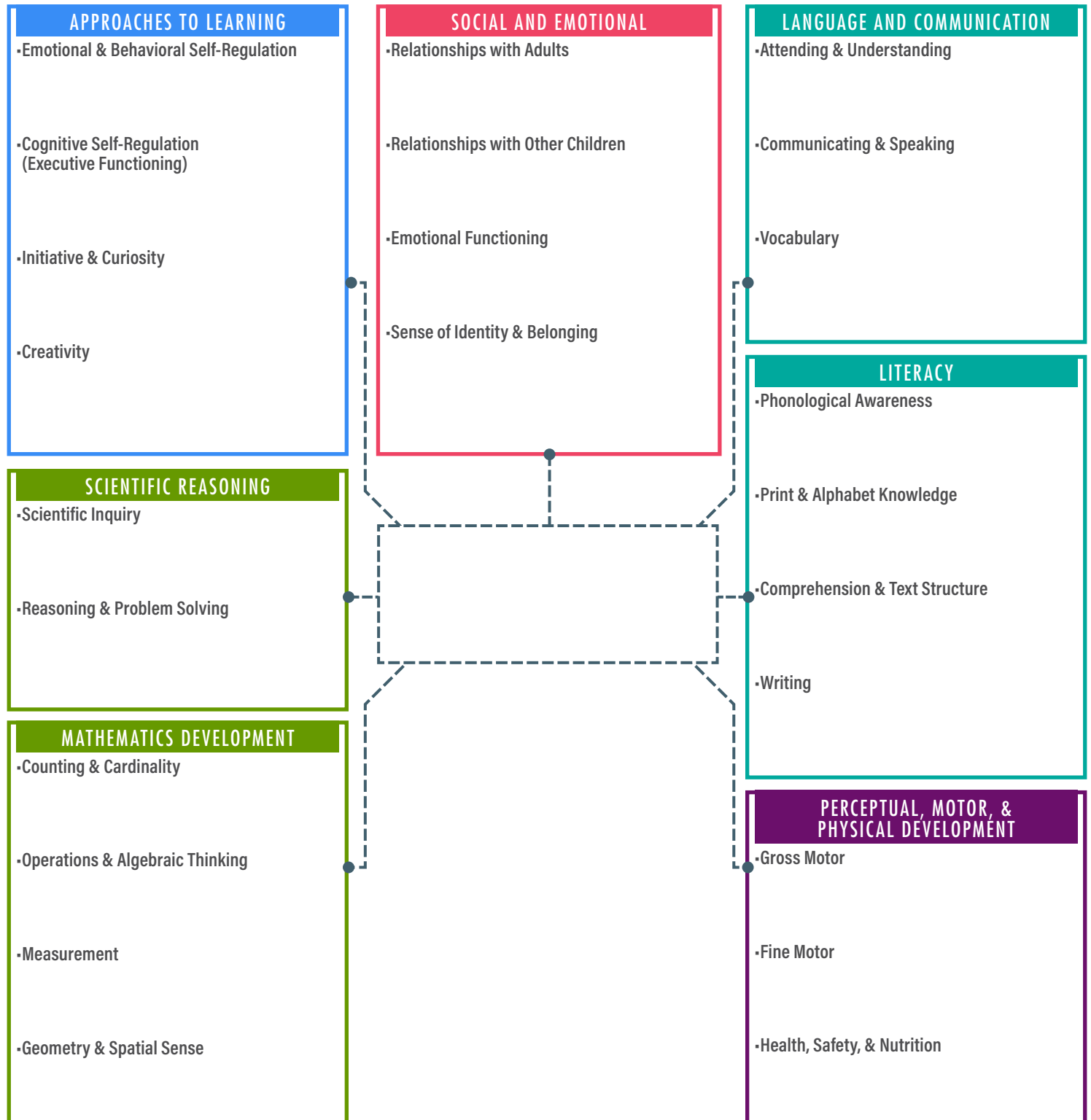
2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway



COGNITION: SCIENTIFIC REASONING

Scientific Inquiry		
<input type="checkbox"/> Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	<input type="checkbox"/> Goal P-SCI 2. Child engages in scientific talk.	<input type="checkbox"/> Goal P-SCI 3. Child compares and categorizes observable phenomena.
Reasoning and Problem Solving		
<input type="checkbox"/> Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	<input type="checkbox"/> Goal P-SCI 5. Child plans and conducts investigations and experiments.	<input type="checkbox"/> Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

Making the Connection – Part C. Three to Five.



3-5

Step 2: Making It Happen

Making It Happen



APPROACHES TO LEARNING—THREE TO FIVE
-Emotional & Behavioral Self-Regulation
-Cognitive Self-Regulation (Executive Functioning)
-Initiative & Curiosity
-Creativity

ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL	
HOW WE KNOW THE CHILD IS LEARNING	
DOCUMENTATION	
<input type="checkbox"/> Anecdotal record <input type="checkbox"/> Picture <input type="checkbox"/> Other _____	<input type="checkbox"/> Checklist <input type="checkbox"/> Child's/group's work
ASSESSMENT TOOL INDICATORS:	
ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT	
FAMILIES:	
ELDERS AND/OR COMMUNITY MEMBERS:	
PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:	
<input type="checkbox"/> Share knowledge/skill/stories <input type="checkbox"/> Assist with a specific activity <input type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year	<input type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <input type="checkbox"/> Other _____

Making It Happen

SOCIAL AND EMOTIONAL—THREE TO FIVE

- Relationships with Adults
- Relationships with Other Children
- Emotional Functioning
- Sense of Identity & Belonging



ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

--

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

- Anecdotal record
- Picture
- Other _____

- Checklist
- Child's/group's work

ASSESSMENT TOOL INDICATORS:

--

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

--

ELDERS AND/OR COMMUNITY MEMBERS:

--

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other _____

Making It Happen

LANGUAGE AND COMMUNICATION—THREE TO FIVE

-Attending & Understanding

-Communicating & Speaking

-Vocabulary



ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

- Anecdotal record
- Picture
- Other _____

- Checklist
- Child's/group's work

ASSESSMENT TOOL INDICATORS:

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

ELDERS AND/OR COMMUNITY MEMBERS:

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other _____

Making It Happen

LITERACY—THREE TO FIVE

-Phonological Awareness

-Print & Alphabet Knowledge

-Comprehension & Text Structure

-Writing

ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

- Anecdotal record
- Picture
- Other _____

- Checklist
- Child's/group's work

ASSESSMENT TOOL INDICATORS:

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

ELDERS AND/OR COMMUNITY MEMBERS:

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other _____

Making It Happen

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT—THREE TO FIVE

-Gross Motor

-Fine Motor

-Health, Safety, & Nutrition



ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

- Anecdotal record
- Picture
- Other _____

- Checklist
- Child's/group's work

ASSESSMENT TOOL INDICATORS:

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

ELDERS AND/OR COMMUNITY MEMBERS:

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other _____

Making It Happen

MATHEMATICS DEVELOPMENT—THREE TO FIVE

-Counting & Cardinality

-Operations & Algebraic Thinking

Measurement

-Geometry & Spatial Sense



ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

- Anecdotal record
- Picture
- Other _____

- Checklist
- Child's/group's work

ASSESSMENT TOOL INDICATORS:

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

ELDERS AND/OR COMMUNITY MEMBERS:

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other _____

Making It Happen

SCIENTIFIC REASONING—THREE TO FIVE

•Scientific Inquiry

•Reasoning & Problem Solving

ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

- | | |
|---|---|
| <input type="checkbox"/> Anecdotal record
<input type="checkbox"/> Picture
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Checklist
<input type="checkbox"/> Child's/group's work |
|---|---|

ASSESSMENT TOOL INDICATORS:

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

ELDERS AND/OR COMMUNITY MEMBERS:

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL:

- | | |
|---|--|
| <input type="checkbox"/> Share knowledge/skill/stories
<input type="checkbox"/> Assist with a specific activity
<input type="checkbox"/> Assist in the classroom
<input type="checkbox"/> Help select cultural activities for the year | <input type="checkbox"/> Extend learning at home
<input type="checkbox"/> Provide materials
<input type="checkbox"/> Other _____ |
|---|--|

3-5

Step 3: Making It Real

Making It Real:

Using Assessment Data to Identify Interests and Needs

TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS						
Identify Common Interests/Strengths and Needs for Individualized Lesson Plans						
Child	Interests/Strengths	Needs	Traditional Cultural Skills/Values/Beliefs/Lifeways			
	Five Highest Assessment Scores	Three Lowest Assessment Scores				