



PreK→K Florida Transition to
Kindergarten

Transition to Kindergarten Child Portfolio

(Insert Child's Name Here)



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Information

Child's Name:

Program Type (Choose one): School Year Program **OR** Summer Program

School Year attended:

School Name:

School Phone Number:

This *Child Portfolio* was completed by:

Date:

Purpose of this 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 preschool 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 skill level.

The Child Portfolio also introduces the eight domains of development that are included in the Florida Early Learning and Developmental Standards (2017):

- I. Physical Development
- II. Approaches to Learning
- III. Social and Emotional Development
- IV. Language and Literacy
- V. Mathematical Thinking
- VI. Scientific Inquiry
- VII. Social Studies
- VIII. Creative Expression Through the Arts

Each domain contains a brief description and examples of what is learned, as well as the list of the Florida Early Learning and Developmental Standards. 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 school year, and review with families 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 families their child's growth over time.
- **three times** (e.g., beginning of year, mid-year, and end of year), and review with families 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 families 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

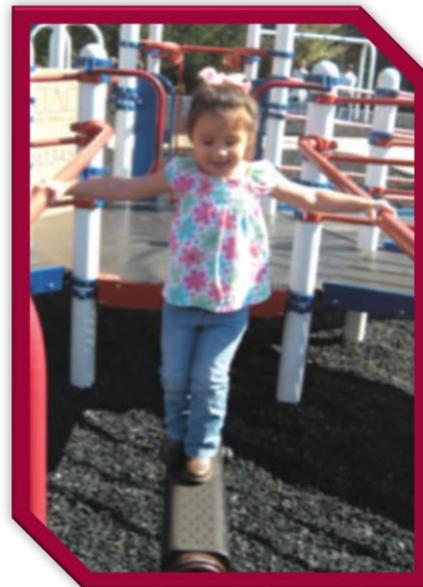
Help Me Learn - child has not learned the concept and might need additional supports to learn the concept

3. Complete the *Child Portfolio* for each child in the classroom.

4. Give the completed Child Portfolio to families at the end of the preschool program, and encourage them to share it with their child's kindergarten teacher.

I. PHYSICAL DEVELOPMENT DOMAIN

During their first five years, young children undergo more rapid and dramatic changes in their physical development than at any other time in their lives. Changes in body proportion, coordination, and strength occur, as does increasingly complex brain development. Children develop remarkable physical, motor, and sensory capacities that enhance exploration and mastery of the environment. Physical development impacts other developmental areas. Research and experience suggest that planned physical activities and exposure to a wide array of experiences are keys to the physical development of young children. Increased body control enables young children to become active partners in managing their own health, safety and physical fitness. Because many health-related behaviors (e.g., eating preferences, exercise patterns) develop in childhood, it is vital that the adults who care for young children consciously promote physical development.



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

Educators May	Families May
<ul style="list-style-type: none">• Provide daily structured physical activities such as obstacle course, dancing to music or class walk.• Provide daily unstructured times for physical activities.• Plant a garden involving the children with planning, planting, watering and harvesting.	<ul style="list-style-type: none">• Talk about the importance of brushing and flossing teeth and practice together.• Model good hygiene practices and encourage children to wash their hands often.• Take children to the grocery store and let them choose produce when shopping for groceries.



I. PHYSICAL DEVELOPMENT DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
A. HEALTH AND WELLBEING			
a. Active Physical Play			
1. Engages in physical activities with increasing balance, coordination, endurance and intensity			
<u>Benchmark a:</u> Seeks to engage in physical activities or active play routinely with increased intensity and duration			
b. Safety			
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities			
<u>Benchmark a:</u> Consistently follows basic safety rules independently across different situations			
<u>Benchmark b:</u> Identifies consequences of not following safety rules			
c. Personal Care Routines			
1. Responds to and initiates care routines that support personal hygiene			
<u>Benchmark a:</u> Initiates and completes familiar hygiene routines independently			
d. Feeding and Nutrition			
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices			
<u>Benchmark a:</u> Assists adults in preparing simple foods to serve to self or others			
<u>Benchmark b:</u> Recognizes nutritious food choices and healthy eating habits			
B. MOTOR DEVELOPMENT			
a. Gross Motor Development			
1. Demonstrates use of large muscles for movement, position, strength and coordination			
<u>Benchmark a:</u> Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another			
<u>Benchmark b:</u> Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running			
<u>Benchmark c:</u> Engages in more complex movements (e.g., riding a tricycle with ease)			

I. PHYSICAL DEVELOPMENT DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
B. MOTOR DEVELOPMENT (continued)			
a. Gross Motor Development (continued)			
1. Demonstrates use of large muscles for movement, position, strength and coordination			
<u>Benchmark d:</u> Engages in physical activities of increasing levels of intensity for sustained periods of time			
2. Demonstrates use of large muscles to move in the environment			
<u>Benchmark a:</u> Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)			
b. Gross Motor Perception (Sensorimotor)			
1. Uses perceptual information to guide motions and interactions with objects and other people			
<u>Benchmark a:</u> Acts and moves with purpose and independently recognizes differences in direction, distance and location			
<u>Benchmark b:</u> Demonstrates spatial awareness through play activities			
c. Fine Motor Development			
1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks			
<u>Benchmark a:</u> Shows hand control using various drawing and art tools with increasing coordination			
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision			
<u>Benchmark a:</u> Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)			
<u>Benchmark b:</u> Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting			
<u>Benchmark c:</u> Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)			

II. APPROACHES TO LEARNING DOMAIN

Approaches to Learning is a unique and critical domain of children's development. Although each of the other developmental domains 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 towards learning. Careful planning and arrangement of children's environments and interactions provide opportunities for young children to use the strategies of eagerness and curiosity, persistence, creativity and inventiveness and planning and reflection.



Here are examples of activities that support children’s approaches to learning.

Educators May	Families May
<ul style="list-style-type: none">• Provide ample time for children to engage in activities and play to support longer attention to tasks and opportunities for problem-solving (e.g., a minimum of one hour for free-choice center time).• Encourage children to solve problems step-by-step, asking questions in a series (e.g., “What would you do first?” “Then what?”).• Allow time during the day for children to make a plan for their activity choices and allow time for children to reflect on their plan (e.g., ask child, “Where do you want to work during center time?” “What did you do during center time?”).	<ul style="list-style-type: none">• Play simple board games as a great way to practice counting skills while also helping children learn how to take turns and complete the game Find games recommended for preschool ages and play them together.• Use open-ended questions that begin with who, what, when, where, why, or how, and that.• Play games that require planning, such as building a block wall, seeing who can match the most pairs of socks Talk about what children are thinking.



II. APPROACHES TO LEARNING DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
A. EAGERNESS AND CURIOSITY			
1. Shows increased curiosity and is eager to learn new things and have new experiences			
B. PERSISTENCE			
1. Attends to tasks for a brief period of time			
C. CREATIVITY AND INVENTIVENESS			
1. Approaches daily activities with creativity and inventiveness			
D. PLANNING AND REFLECTION			
1. Demonstrates some planning and learning from experiences			



III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Young children's early relationships with parents and other caregivers become the framework for their future social and emotional development. Children construct knowledge about the world through their social exchanges, signifying the importance of social and emotional development to all other areas of development. For these reasons, early attachments are critical to children's overall health, development and learning.

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.

Educators May	Families May
<ul style="list-style-type: none">• Encourage children to use language to express own wants and needs• Identify strategies to solve problems in stories• Provide a quiet place for children to talk• Use questions to help children define the problem and guide them in evaluating solutions	<ul style="list-style-type: none">• Model problem-solving strategies at home.• Encourage children to use language to express own wants and needs• Play games with children so they learn about cooperating and considering others.• Read Stories to children about friends.



III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
A. EMOTIONAL FUNCTIONING			
1. Expresses, identifies and responds to a range of emotions			
<u>Benchmark a:</u> Recognizes the emotions of peers and responds with empathy and compassion			
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression			
<u>Benchmark a:</u> Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately			
B. MANAGING EMOTIONS			
1. Demonstrates ability to self-regulate			
<u>Benchmark a:</u> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support			
2. Attends to sights, sounds, objects, people and activities			
<u>Benchmark a:</u> Increases attention to preferred activities and begins to attend to non-preferred activities			
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS			
1. Develops positive relationships with adults			
<u>Benchmark a:</u> Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults			
2. Develops positive relationships with peers			
<u>Benchmark a:</u> Plays with peers in a coordinated manner including assigning roles, materials and actions			
<u>Benchmark b:</u> Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking			
<u>Benchmark c:</u> Responds appropriately to bullying behavior			

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS (continued)			
3. Develops increasing ability to engage in social problem solving			
Benchmark a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution			
4. Exhibits empathy by demonstrating care and concern for others			
Benchmark a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive			
D. SENSE OF IDENTITY AND BELONGING			
1. Develops sense of identity and belonging through play			
Benchmark a: Engages in associative play and begins to play cooperatively with friends			
2. Develops sense of identity and belonging through exploration and persistence			
Benchmark a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities			
3. Develops sense of identity and belonging through routines, rituals and interactions			
Benchmark a: Demonstrates willingness to be flexible if routines must change			
4. Develops sense of self-awareness and independence			
Benchmark a: Uses words to communicate personal characteristics, preferences, thoughts and feelings			
Benchmark b: Recognizes preferences of others			
Benchmark c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)			
Benchmark d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)			

IV. LANGUAGE AND LITERACY DOMAIN

Language, communication and early reading and writing are critical to a child's ability to learn, work and play with others. Communication through oral language and the written word are essential in daily living. Adaptive languages or strategies are especially important for individuals who have no or limited verbal or literacy skills (due to developmental, mental or physical status). The development of language is a complex process that enables children to actively communicate their questions, desires and understanding of the world around them. Children's communication allows adults to support, plan and respond to children's needs and inquiries. Language and communication skills impact all other areas of development and are essential for the development of cognition, logic, and reasoning skills. Good communication skills help children negotiate relationships and have their needs met. Supportive adults and a print-rich environment are important to every child's success in developing early reading and writing skills.



Here are examples of activities that encourage children's language and literacy.

Educators May	Families May
<ul style="list-style-type: none">Ask children recall questions and expansion questions during "Show and Tell," read alouds and similar large-group discussions about own experiences.Engage in daily conversations with children on themes and content-related topics or in social conversations where children take multiple turns listening and responding.Instruct children in setting tables for meals and snacks by giving two- and three-step directions.	<ul style="list-style-type: none">Ask children "who," "what," "where," and "why" questions while reading a book with children.Engage in conversations with children about what is happening around them.Make getting ready for the day into a fun game for children Play "Simon Says" by giving children easy directions to follow: "Simon says, put on your shirt," "Simon says, brush your hair"



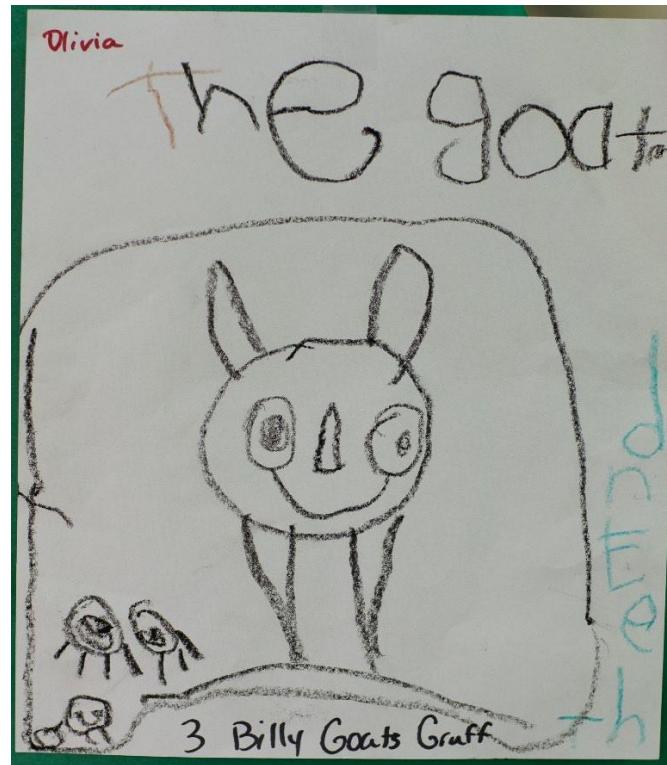
IV. LANGUAGE AND LITERACY DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
A. LISTENING AND UNDERSTANDING			
1. Demonstrates understanding when listening			
<u>Benchmark a:</u> Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others)			
<u>Benchmark b:</u> Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said			
2. Increases knowledge through listening			
<u>Benchmark a:</u> Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge			
<u>Benchmark b:</u> Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play			
3. Follows Directions			
<u>Benchmark a:</u> Achieves mastery of two-step directions and usually follows three-step directions			
B. SPEAKING			
1. Speaks and is understood when speaking			
<u>Benchmark a:</u> Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors			
C. VOCABULARY			
1. Shows an understanding of words and their meanings (receptive)			
<u>Benchmark a:</u> Demonstrates understanding of 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 and feelings)			
<u>Benchmark b:</u> Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments			

IV. LANGUAGE AND LITERACY DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
C. VOCABULARY (continued)			
1. Shows an understanding of words and their meanings (receptive)			
Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)			
2. Uses increased vocabulary to describe objects, actions and events (expressive)			
Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)			
Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)			
Benchmark c: Identifies unfamiliar words asking for clarification			
Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings			
D. SENTENCES AND STRUCTURE			
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences			
Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order			
Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement			
2. Connects words, phrases and sentences to build ideas			
Benchmark a: Uses sentences with more than one phrase			
Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)			
Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning			

IV. LANGUAGE AND LITERACY DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
E. CONVERSATION			
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems			
Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)			
2. Asks questions, and responds to adults and peers in a variety of settings			
Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations			
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Demonstrates increased awareness of nonverbal conversational rules			
Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)			
Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)			
F. EMERGENT READING			
1. Shows motivation for and appreciation of reading			
Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others			
Benchmark b: Makes real-world connections between stories and real-life experiences			
Benchmark c: Interacts appropriately with books and other materials in a print-rich environment			
Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories			
Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials			

IV. LANGUAGE AND LITERACY DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
F. EMERGENT READING (continued)			
2. Shows age-appropriate phonological awareness			
<u>Benchmark a:</u> Distinguishes individual words within spoken phrases or sentences			
<u>Benchmark b:</u> Combines words to make a compound word (e.g., “foot” + “ball” = “football”)			
<u>Benchmark c:</u> Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)			
<u>Benchmark d:</u> Combines syllables into words (e.g., “sis” + “ter” = “sister”)			
<u>Benchmark e:</u> Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)			
<u>Benchmark f:</u> 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)			
3. Shows alphabetic and print knowledge			
<u>Benchmark a:</u> Recognizes that print conveys meaning			
<u>Benchmark b:</u> Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)			
<u>Benchmark c:</u> Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)			
<u>Benchmark d:</u> Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)			
4. Demonstrates comprehension of books read aloud			
<u>Benchmark a:</u> Retells or reenacts story with increasing accuracy and complexity after it is read aloud			
<u>Benchmark b:</u> 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...?”)			

IV. LANGUAGE AND LITERACY DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
G. EMERGENT WRITING			
1. Begins to show motivation to engage in written expression and appropriate knowledge			
Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)			
Benchmark b: Uses letter-like shapes or letters to write words or parts of words			
Benchmark c: Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters			



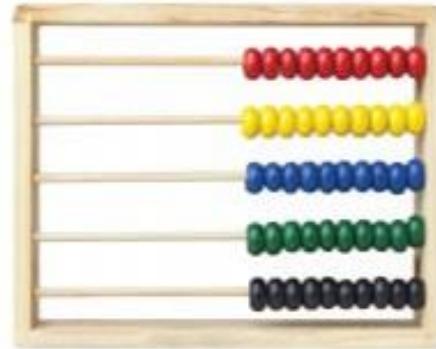
V. MATHEMATICAL THINKING DOMAIN

Mathematics is everywhere and it helps children make sense of their world. Children learn by observing and interacting with their environment and are naturally curious about number and mathematical concepts. Children's development of mathematical understanding begins in the very first months of life and continues to grow and expand as they interact with others and with the world around them. For young children, math is about number knowledge, patterns, size, shape awareness, and the relationship between objects and space. 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-old's 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. Children's interest in and understanding of math is easily integrated with all areas of learning (e.g., art, music, literacy, science, social studies) and can be embedded in daily activities and routines. Both planned and incidental learning experiences and discussions support children as they learn about and share their understanding of mathematical concepts.



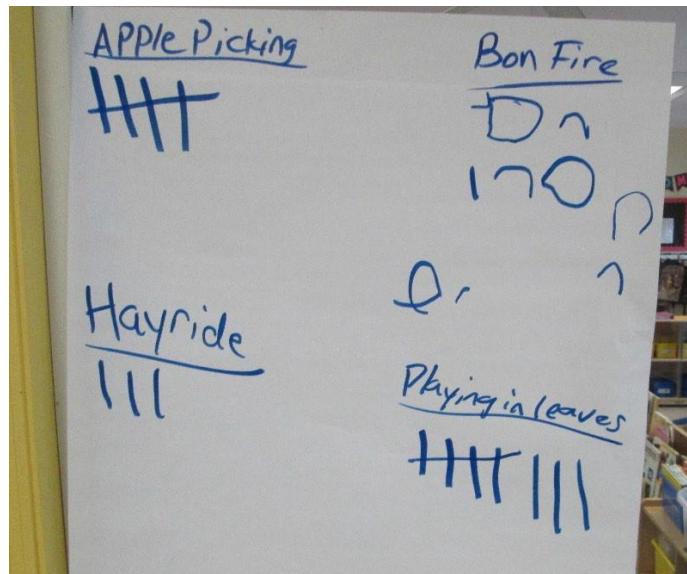
Here are examples of activities that encourage children's language and literacy.

Educators May	Families May
<ul style="list-style-type: none">• At snack time, assist children in counting napkins and snacks to see if the two sets are equal.• Model counting sets of concrete objects (e.g., blocks in a tower or bears in a row).• Ask a child to hop 10 times to the door when lining up.• Ask a child to get eight blocks from the block shelf to complete a structure.	<ul style="list-style-type: none">• Provide many types of objects and toys that children can manipulate for counting.• Gather together a basket of small toys, shells, pebbles or buttons and count them with children. Sort them based on size, color or what they do (e.g., all the cars in one pile, all the animals in another). At the store, ask children to find one orange, two apples and three bananas. As children bring them to the cart, have the children count out each item one by one. Take one of the items out and ask children how many are now left.



V. MATHEMATICAL THINKING DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
A. NUMBER SENSE			
1. Subitizes (immediately recognizes without counting) up to five objects			
2. Counts and identifies the number sequence "1 to 31"			
3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)			
4. Identifies the last number spoken tells "how many" up to 10 (cardinality)			
5. Constructs and counts sets of objects (one to 10 and beyond)			
6. Uses counting and matching strategies to find which is more, less than or equal to 10			
7. Reads and writes some numerals one to 10 using appropriate activities			
B. NUMBER AND OPERATIONS			
1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems			
2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out			
C. PATTERNS			
1. Identifies and extends a simple AB repeating pattern			
2. Duplicates a simple AB pattern using different objects			
3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)			
D. GEOMETRY			
1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation			
2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)			
3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)			
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)			

V. MATHEMATICAL THINKING DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
E. SPATIAL RELATIONS			
1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)			
2. Uses directions to move through space and find places in space			
F. MEASUREMENT AND DATA			
1. Measures object attributes using a variety of standard and nonstandard tools			
2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects			
3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)			
4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)			
5. Begins to predict the results of data collection			



VI. SCIENTIFIC INQUIRY DOMAIN

Scientific inquiry addresses children exploring the world around them. Children are natural investigators and their levels of understanding deepen over time with varied experiences. Exploration and discovery are ways that young children learn about their worlds by first using their senses and reflexes. 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.

Educators May	Families May
<ul style="list-style-type: none">• Provide a discovery box of various materials that allow children to explore their five senses (e.g., smelling jars, blindfolds, touch boxes, Braille books).• Provide materials that can promote creative-thinking (e.g., Legos, blocks, pipe cleaners and straws).• Ask open-ended questions to stimulate children's imaginations about using materials (e.g., "What happens when you mix two colors of playdough?").	<ul style="list-style-type: none">• Take children to the store, to a restaurant or the library Explore lots of new places Talk about similarities and differences in people.• Listen for sounds inside and outside Find a cozy spot and sit with children Listen and identify all of the sounds that you hear.• Take nature walks and give children binoculars to observe birds.



VI. SCIENTIFIC INQUIRY DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY			
1. Uses senses to explore and understand their social and physical environment			
<u>Benchmark a:</u> Identifies each of the five senses and the relationship to each of the sense organs			
<u>Benchmark b:</u> Begins to identify and make observations about what can be learned about the world using each of the five senses			
<u>Benchmark c:</u> Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)			
2. Uses tools in scientific inquiry			
<u>Benchmark a:</u> Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)			
3. Uses understanding of causal relationships to act on social and physical environments			
<u>Benchmark a:</u> Makes predictions and tests their predictions through experimentation and investigation			
<u>Benchmark b:</u> Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)			
<u>Benchmark c:</u> Begins to form conclusions and construct explanations (e.g., What do the results mean?)			
<u>Benchmark d:</u> Shares findings and outcomes of experiments			
B. LIFE SCIENCE			
1. Demonstrates knowledge related to living things and their environments			
<u>Benchmark a:</u> Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)			
<u>Benchmark b:</u> Notices the similarities and differences among various living things			
<u>Benchmark c:</u> Understands that all living things grow, change and go through life cycles			
<u>Benchmark d:</u> Begins to distinguish between living and non-living things			
<u>Benchmark e:</u> Observes that living things differ with regard to their needs and habitats			

VI. SCIENTIFIC INQUIRY DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
C. PHYSICAL SCIENCE			
1. Demonstrates knowledge related to physical science			
<u>Benchmark a:</u> Discusses what makes objects move the way they do and how the movement can be controlled			
<u>Benchmark b:</u> Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens			
<u>Benchmark c:</u> Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)			
<u>Benchmark d:</u> Investigates and describes changing states of matter — liquid, solid and gas			
<u>Benchmark e:</u> Explores the relationship of objects to light (e.g., light and shadows)			
D. EARTH AND SPACE SCIENCE			
1. Demonstrates knowledge related to the dynamic properties of earth and sky			
<u>Benchmark a:</u> Describes properties of water including changes in the states of water — liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)			
<u>Benchmark b:</u> Discovers, explores, sorts, compares and contrasts objects that are naturally found in the environment including rocks, soil, sand and mud and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)			
<u>Benchmark c:</u> Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars			
<u>Benchmark d:</u> Compares the daytime and nighttime cycle			
<u>Benchmark e:</u> Uses appropriate vocabulary to discuss climate and changes in the weather and the impact on their daily lives (e.g., types of clothing for different environments)			

VI. SCIENTIFIC INQUIRY DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
E. ENVIRONMENT			
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment			
Benchmark a: Demonstrates how people use objects and natural resources in the environment			
Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)			
Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycle materials in the classroom)			
F. ENGINEERING AND TECHNOLOGY			
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures			
Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)			
Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)			
Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems			
Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)			



VII. SOCIAL STUDIES DOMAIN

In the earliest years, social studies concepts simply involve children exploring their world and trying to make sense of the social and physical environments. Social interactions form the basis of social studies, therefore in the early childhood arena, each child's basic social understanding begins with self and family then expands to early education. A sensitive, respectful approach sets the tone for a child's social learning. 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.

Educators May	Families May
<ul style="list-style-type: none">• Provide opportunities for children to tell stories about their family's special occasions (e.g., a birthday celebration for grandma) or a special holiday.• Learn the makeup of each child's family while understanding the concept of "family" may look different for each child.• Ensure classroom materials (e.g., books, craft materials, pictures, banners, artifacts) are representative of all children.	<ul style="list-style-type: none">• 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).• Teach children family traditions and make those traditions an important part of their lives.• When speaking with children about differences in cultures other than their own, help them learn how to talk about those differences with sensitivity and respect.



VII. SOCIAL STUDIES DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
A. CULTURE			
1. Identifies self as a member of a culture			
2. Understands everyone belongs to a culture			
3. Explores culture of peers and families in the classroom and community			
4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)			
B. INDIVIDUAL DEVELOPMENT AND IDENTITY			
1. Identifies characteristics of self as an individual			
2. Identifies the ways self is similar to and different from peers and others			
3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)			
C. INDIVIDUALS AND GROUPS			
1. Identifies differences and similarities of self and others as part of a group			
2. Explains the role of groups within a community			
3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)			
4. Exhibits leadership skills and roles (e.g., line leader and door holder)			
D. SPACES, PLACES AND ENVIRONMENTS			
1. Identifies the relationship of personal space to surroundings			
2. Identifies differences and similarities between own environment and other locations			
3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)			
4. Uses spatial words (e.g., far/close, over/under and up/down)			
5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)			
6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)			

VII. SOCIAL STUDIES DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
E. TIME, CONTINUITY AND CHANGE			
1. Identifies changes within a sequence of events to establish a sense of order and time			
2. Observes and recognizes changes that take place over time in the immediate environment			
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES			
1. Recognizes and follows rules and expectations in varying settings			
2. Participates in problem-solving and decision-making			
3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)			
G. ECONOMICS AND RESOURCES			
1. Recognizes the difference between wants and needs			
2. Begins to recognize that people work to earn money to buy things they need or want			
H. TECHNOLOGY AND OUR WORLD			
1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)			



VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN

Creative expression through the arts provides children with opportunities to express ideas and feelings, use words, manipulate tools and media and solve problems in five areas: sensory art experience, music, creative movement, imaginative and creative play and appreciation of the arts.

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. Sensory art experience involves children using their imagination and creativity to express themselves using a variety of diverse materials. Music is demonstrated by recognizing and creating patterns through a variety of individual and group musical activities. Singing, chanting and rhyming enhances vocabulary and oral language development. Creative movement involves children enjoying dancing and exploring the different ways they can move. Imaginative and creative play focuses on experiences that help children develop fluency of language, movement, originality, elaborations of ideas, vocabulary, imitation and self-expression. Appreciation of the arts involves children responding to their own art and to a variety of artistic expressions of others.



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

Educators May	Families May
<ul style="list-style-type: none">• Incorporate books into the lesson plans that use collage.• Include a variety of musical instruments, recordings and music props in the classroom.• Give children crayons and paper and invite them to draw what they hear as music plays.	<ul style="list-style-type: none">• Visit children's museums or art museums.• Fit songs into the daily routine, before and during mealtimes and at bedtime.• Provide a variety of imaginative experiences at home (e.g., having pretend clothes, mops, food etc.).



VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN	Look What I Learned	Help Me Practice	Help Me Learn
A. SENSORY ART EXPERIENCE			
1. Combines with intention a variety of open-ended, process-oriented and diverse art materials			
B. MUSIC			
1. Actively participates in a variety of individual and group musical activities			
2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities			
C. CREATIVE MOVEMENT			
1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge			
D. IMAGINATIVE AND CREATIVE PLAY			
1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally and non-verbally, with others using a variety of objects in own environment			
E. APPRECIATION OF THE ARTS			
1. Uses appropriate art vocabulary to describe own art creations and those of others			
2. Compares own art to similar art forms			
3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past			



SUMMARY OF ACCOMPLISHMENTS

Beginning of the Year

Date: _____

Completed by: _____

Mid - Year

Date: _____

Completed by: _____

SUMMARY OF ACCOMPLISHMENTS

End of the Year

Date: _____

Completed by: _____

Online Resources for Families

The Florida Early Learning and Development Learning Standards: An interactive website to explore the standards. In addition to the standards, which can be viewed by domain, and/or age. <http://flbt5.floridaearlylearning.com/families.html>

DEL Family Resources: Includes resources and strategies designed to help parents get involved in their child's education. <http://www.floridaearlylearning.com/parents/family-resources>

Just Read Florida: Provides resources for families to support literacy. <https://www.fl DOE.org/academics/standards/just-read-fl/families/>

Transition to Kindergarten Family Padlet: Includes resource documents for families including Florida Early Learning and Developmental Standards and information on kindergarten registration, transitioning from preschool to kindergarten, attendance tips and more!



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