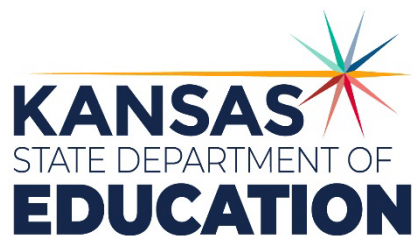


# Kansas Early Learning Standards

Supporting Foundational Skills



*Kansas leads the world in the success of each student.*

# Introduction

This document highlights skills that are marked as “Not yet age appropriate” in the Kansas Early Learning Standards. That means these skills might be a bit advanced for young children at their current age. But don't worry! As a parent or caregiver, you have the power to lay the groundwork for these skills to develop in the future.

Think of this document as a handy guide for planning activities and strategies that can help your child grow and learn. The examples included are just a starting point – feel free to get creative and come up with your own ideas as you engage with young children.

## Social Emotional Development

### A. Character Development

#### 1. Foundation of Character Development

##### a. Develop understanding of appropriate behaviors

**Young Infants** (by 8 months): Allow access to comforting objects like blankets, toys, or other items. Plan consistent routine and activities. You can consistently respond to the children's needs by comforting children when they are upset or distressed.

**Mobile Infants** (by 18 months): Ensure the environment contains interesting and developmentally appropriate toys and activities for adults to engage with children. Adults should provide consistent routines and predictable responses to help children know what to expect. When the need for redirection occurs, adults must remain calm and use simple directions while modeling appropriate behaviors.

**Toddlers** (by 36 months): Give clear expectations for safe behaviors. Read stories about simple conflicts and how the characters solved them. Play simple games and sing songs with directions like "Head, Shoulders, Knees and Toes". Talk with children about emotions and feelings and how their behavior might make others feel or narrate how other children are reacting to their behaviors.

### A. Character Development

#### 1. Foundation of Character Development

##### d. Demonstrate actions and facilitate experiences that promote empathy, positive interactions, and respectful relationships.

**Young Infants** (by 8 months): Build trust by providing support while children are

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interacting with others. Take time to learn each child's cues in order to quickly meet their needs and consistently provide comfort for children when they are distressed. Maintain a calming attitude and help the child find ways to help co-regulate (for example suck fingers, pacifier, snuggle with blanket, being held, swaddling, or swaying).

**Mobile Infants** (by 18 months): Provide consistent routines and respond to requests for comfort and engagement. Young children enjoy exploring their environment. By providing a consistent and safe environment, the mobile infant will gain confidence to explore their environment. Continue to provide comfort and model empathy by responding with "I can see you're sad" hugs, etc. This shows mobile infants you are paying attention to their needs, and you are there for them.

**Toddlers** (by 36 months): Give toddlers the chance to practice turn-taking when talking and playing when opportunities arise during play. Create opportunities for children to interact with each other by allowing them to explore and play side-by-side. It is not yet developmentally appropriate to expect toddlers to be able to share. Be sure to have multiples of the children's favorite toys and materials.

### B. Responsible Decision Making & Problem Solving

1. Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.

**Young Infants** (by 8 months): Interact with children on their level and respond to verbalizations and facial expressions. Respond consistently and calmly. Simple social games like peek a boo and cooing back and forth. Imitation is a foundational skill for interacting with others later. You imitating them helps them develop that skill and then they start to recognize other people's reactions in their world as well.

### B. Responsible Decision Making & Problem Solving

2. Demonstrates awareness of personal time and responsibility within predictable routines.

**Young Infants** (by 8 months): Provide consistent routines and respond to requests for comfort and engagement. Young children enjoy exploring their environment. By providing a consistent and safe environment, the mobile infant will gain confidence to explore their environment. When you narrate what you are or will be doing, children will begin to understand routines.

### B. Responsible Decision Making & Problem Solving

3. Develop, implement, and model effective problem-solving skills.

**Young Infant** (by 8 months): Create an environment that allows new materials for the infant to explore offering new opportunities to work through problem-solving. Consistently respond to the child's cry for help when faced with challenges. Explore the child's unmet needs and model how you manage challenges by remaining calm, talking

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in a soothing voice, deep breathing, rocking child, walking with them or other ways to help yourself and the child calm down. Narrate what you are doing to help calm them. For example, "You look upset, let's check your diaper."

### B. Personal Development

#### 2. Self Management

##### c. Set, monitor, adapt and evaluate goals to achieve success in social settings.

**Young Infants** (by 8 months): Encourage time for child-to-child interaction and verbally recognize and label children's interactions. Pay attention to subtle cues from the child to avoid over stimulation which could include fussiness, squirminess, avoiding eye contact with stimulus, etc.

**Mobile Infants** (by 18 months): Provide multiple opportunities to play with other children. Make sure there is enough space for children to play in the same area with close supervision. Play simple games with a couple of children at the same time like rolling balls to each other or blowing bubbles. Match the child's emotional state with your facial expressions and/or body language. For example, wide eyes, giggling, clapping, etc.

**Toddler** (by 36 months): Ensure there are duplicates of favorite toys for groups of children. Model appropriate words and age-appropriate play skills. For example, prompt words for what the child may be feeling for more complex emotions. Provide adequate space for play. Model problem solving skills when children argue over a toy. Model and verbalize turn taking, be engaged in play. Follow children's lead in play and join them in their preferred activities and conversations.

### D. Social Development

#### 2. Interpersonal Skills

##### c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.

**Young Infant** (by 8 months): Respond consistently to children's behaviors with similar actions, tone, and words. Mirror back children's expressions. Sing and speak to children using animated tones and facial expressions. Adults need to keep themselves calm to help the child regulate.

## Communication and Literacy Skill Development

### B. Language

#### 1. Conventions of Language

**Young Infants** (by 8 months): Use face to face interaction to respond to children's cooing and babbling as if you were having a conversation. Encourage vocal play by imitating the sounds children make. Describe daily routines, people, and things through

the day. Encourage families to develop and maintain their first language in the home. Sing, say rhymes, tell stories and read books.

**Mobile Infants** (by 18 months): Use conversational turn-taking by responding to the children's cooing and babbling as if you were having a conversation. Describe daily routines, people, and things through the day. Encourage families to develop and maintain their first language in the home. Sing, say rhymes, tell stories and read books. Play games and sing songs that use gestures and words that involve one-step directions. Introduce new vocabulary by expanding on what they say and demonstrating complete sentences.

D. Foundational Reading Skills

3. Fluency

**Young Infants (by 8 Months)**: Look at pictures of family members, other babies, and young children. Provide sturdy books for the children to hold and look at. Read to the children often. Talk about the pictures and narrate what is happening in the book. Let babies mouth the book, physically explore the book, turn pages, etc.

## Mathematical Knowledge

A. Counting and Cardinality

1. Know number names and counting sequence.

**Young Infants** (by 8 months): Model counting during daily routines and interactions. For example, count babies' toes before putting on shoes, count snack items, count toys when playing. Provide multiple objects for opportunities to count things. Read number books, poems, and rhymes, sing songs with number words. Count using the child's home language. Model one to one correspondence for example, "one for you and one for you"

B. Operations and Algebraic Thinking

2. Understands addition as putting together and subtraction as taking from.

**Young Infants** (by 8 months): Model counting during daily routines and interactions. Use teachable moments to expose children to mathematical vocabulary. For example, say "you want more" use sign for more, give child another child and say, "here's one more". Read number books, poems, and rhymes, sing songs with number words. Count using the child's home language.

C. Measurement and Data

2. Classify objects and count the number of objects in each category.

**Young Infants** (by 8 months): Give children toys of assorted sizes, shapes, colors, and

textures to explore. Use describing words and phrases and labeling in everyday routines such as more/less, bigger than/smaller than, or "that's a lot."

## Science

### C. Environment and Climate

**Young Infants** (by 8 months) and **Mobile Infants** (by 18 months): Provide opportunities for children to explore their indoor and outdoor environment. Go for walks outside. With appropriate adult supervision, allow young infants to touch things like snow, flowers, sticks, rocks, grass, sand, and other items from the outdoor environment. Provide opportunities for sensory play naming natural objects and describing them. Encourage sensory exploration of natural objects. Encourage them to use their five senses and describe/label what they are experiencing.

## Social Studies

### C. Geography

**Young Infants** (by 8 Months): Go on walks through your home, building, and/or neighborhood. Narrate what you are doing. "We are going to walk down the hall to visit the kitchen." Read books about familiar and new places.

### D. Kansas, United States and World History

**Young Infants** (by 8 Months): Use sequencing or time order words through the day to narrate what you are doing. For example, "first we will... then we will..., or "all done".