

APPROACHES TO LEARNING

Nebraska Early Learning Guidelines for Ages 3 to 5

AL.01

Initiative and Curiosity

- * Child engages in activities with imagination and creativity
- * Child engages in a wide range of new and familiar learning experiences in their daily lives
 - + Explores ways to use new materials
 - + Carries out complex and varied sequences of activities independently
- * Child increasingly uses communication to ask questions and seek answers
- * Child follows through with activities with persistence and focused attention
 - + Plans and carries out activities with motivation and flexibility
 - + Works through frustration and challenges to complete an activity

AL.02

Reasoning and Problems Solving

- * Child shows increasing ability to classify, compare and contrast objects, events and experiences (past, present, and future)
- * Child recognizes cause and effect relationships
- * Child tries several methods to solve a problem and is highly involved and persistent
 - + Uses active exploration and trial and error to solve problems
 - + Increasing ability to make predictions and find more than one solution
- * Child recalls and reflects on experiences and information, and interprets or draws conclusions based on the information
- * Child uses drawings, movement, objects to represent people, places, or things
- * Child uses symbols/images/objects to represent something not present

APPROACHES TO LEARNING

Scope and Sequence for 3 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Approaches to Learning	<ul style="list-style-type: none"> *Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments *Practices an activity many times until successful *Observes and imitates how other people during play and routine tasks solve problems; ks for a solution and uses it. *Explores and investigates ways to make something happen *Begins to use creativity and imagination during play and routine tasks 	<ul style="list-style-type: none"> *Sustains interest in working on a task especially when adults offer suggestions, questions and comments *Begins to plan and pursue a variety of appropriately challenging tasks *Begins to solve problems without having to try every possibility *Begins to show eagerness to learn about a variety of topics and ideas *Uses creativity and imagination during play and routine tasks *Begins to change plans if a better idea is thought of or proposed 	<ul style="list-style-type: none"> *Begins to sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions *Plans and pursues a variety of appropriately challenging tasks *Solves problems without having to try every possibility *Shows eagerness to learn a variety of topics and ideas *Changes plans if a better idea is thought of or proposed
Remembering and Connecting Experiences	<ul style="list-style-type: none"> *Recalls familiar people, places, objects, and actions from the past (a few months before) *Recalls 1-2 items removed from view *Remembers the sequence of personal routines and experiences with teacher support 	<ul style="list-style-type: none"> *Begins to tell about experiences in order, provides details, and evaluates the experience *Begins to recall 3-4 items removed from view *Begins to draw on everyday experiences and apply this knowledge to a similar situation 	<ul style="list-style-type: none"> *Tells about experiences in order, provides details, and evaluates the experience *Recalls 3-4 items removed from view *Draws on everyday experiences and applies this knowledge to a similar situation
Classification	<ul style="list-style-type: none"> *Begins to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 	<ul style="list-style-type: none"> *Begins to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 	<ul style="list-style-type: none"> Places objects in two or more groups based on differences in a single characteristic. E.g., color, size, or shape
Symbolic Thinking and Representation	<ul style="list-style-type: none"> *Begins to draw or construct, and then identify what it is *Begins to act out familiar or imaginary scenarios; may use props to stand for something else 	<ul style="list-style-type: none"> *Begins to draw or construct, and then identify what it is *Begins to act out familiar or imaginary scenarios; may use props to stand for something else 	<ul style="list-style-type: none"> *Draws or construct, and then identifies what it is *Act out familiar or imaginary scenarios; may use props to stand for something else

Scope and Sequence for 4 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Approaches to Learning	<ul style="list-style-type: none"> *Begins to sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions *Begins to plan and pursue a variety of appropriately challenging tasks *Begins to solve problems without having to try every possibility *Begins to show eagerness to learn about a variety of topics and ideas *Uses creativity and imagination during play and routine tasks 	<ul style="list-style-type: none"> *Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions *Begins to plan and pursue a variety of appropriately challenging tasks *Solves problems without having to try every possibility *Shows eagerness to learn about a variety of topics and ideas *Changes plans if a better idea is thought of or proposed 	<ul style="list-style-type: none"> *Begins to sustain attention to tasks or projects over time (days or weeks); can return to activities after interruptions *Plans and pursues a variety of appropriately challenging tasks *Begins to think problems through, considering several possibilities and analyzing results *Begins to use a variety of resources to find answers to questions *Begins to think through possible long-term solutions and take on more abstract challenges
Remembering and Connecting Experiences	<ul style="list-style-type: none"> *Begins to tell about experiences in order, provide details, and evaluate the experience *Begins to recall 3-4 items removed from view *Begins to draw on everyday experiences and apply this knowledge to a similar situation 	<ul style="list-style-type: none"> *Tells about experiences in order, provides details, and evaluates the experience *Recalls 3-4 items removed from view *Draws on everyday experiences and applies the knowledge to a similar situation 	<ul style="list-style-type: none"> *Begins to use a few deliberate strategies to remember information *Begins to generate a rule, strategy, or idea from one learning experience and apply it in a new context
Classification	<ul style="list-style-type: none"> *Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 	<ul style="list-style-type: none"> *Begins to group objects by more than one characteristic, then regroup them using a different characteristic and indicate the reason 	<ul style="list-style-type: none"> *Groups objects by more than one characteristic, then regroups them using a different characteristic and indicates the reason
Symbolic Thinking and Representation	<ul style="list-style-type: none"> *Draws or constructs, and then identifies what it is *Acts out familiar or imaginary scenarios; may use props to stand for something else 	<ul style="list-style-type: none"> *Begins to plan and then use drawings, constructions, movements, and dramatizations to represent ideas *Begins to interact with two or more children during pretend play, assigning and/or assuming roles and discussing actions *Begins to sustain play scenario for up to 10 minutes 	<ul style="list-style-type: none"> *Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas *Interacts with two or more children during pretend play, assigning roles and discussing actions *Sustains play scenario for up to 10 minutes