

Hawai'i Early Learning and Development Standards

Expectations of what a child should be able to do by:

Play Follow the Leader with your child and encourage her to experiment with different ways of moving.

To soothe a child experiencing separation anxiety, show her a picture of her parent, or for older children, ask them to draw a picture to show the parent later.



Simon Says is a popular favorite with preschoolers. For younger children, modify the game so no one is "out".

Ask your child to make faces (sad, happy, etc.) and take a picture of each expression. Print and display the photos and refer to them when appropriate.

Babies generally aren't aware that they are looking at themselves in a mirror until about 9 months old. To "test" this awareness, place a small sticker on baby's face when she isn't paying attention - if she tries to take the sticker off her own face, rather than the mirror, she has probably developed self-awareness.



Research says that toddlers generally use 35-50 single words before they begin to put 2 words together in phrases.

Babies love to hear voices, so talk, babble, coo and sing. Respond enthusiastically to babies' sounds and smiles.

Find an engaging book about animals and photocopy or draw the animals on paper and cut them out. After you read the story, ask your child to group the animals together by ways they are the same. Encourage her to say the animal name as she groups them.

Make shakers by putting dried rice, beans, sand or pebbles in empty plastic soda bottles. Let children explore the different sounds they can make with the shakers.



Very young children can often count to ten by rote. Don't worry if she makes mistakes - the fact that she's counting means she's learning the number names.

Create "All About Me" books by folding several pieces of paper together and stapling the edge. Write words on each page, such as "I am a girl". Ask children to draw pictures to go with the words.



Birth - 12 Months

Reach for and hold objects purposefully



Experiment and explore different ways of moving and balancing (e.g. rolls over, crawls, sits while propped up)

Notice when parent or primary caregiver leaves

Comfort self by clutching, sucking or stroking when tired or stressed

Make sounds when other children are in view



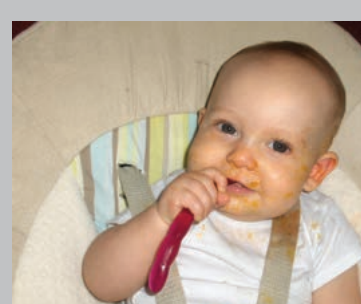
Repeat actions many times to cause a desired effect

React when someone is crying or upset

Recognize self and family members

Become aware of self

Respond to name



Initiate new sounds and movements

Communicate with gestures, babbling, or word-like sounds

Make basic needs known (e.g. cries when hungry)

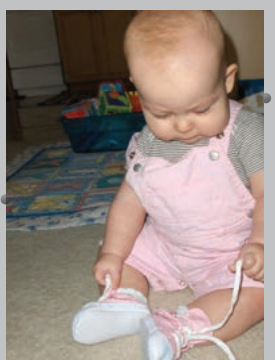


Respond to music

Demonstrate a beginning interest in pictures and books that have color, pattern and contrast

Show alertness when awake

Express emotion related to basic needs (e.g. cries when distressed, laughs when happy)



Use senses to explore the immediate environment

Make some play-dough using your favorite recipe and add different flavor extracts to add a scent. Give your child some fun tools to play with the clay and talk about the different smells.

12 - 24 Months

Grasp and pick up objects with thumb and forefingers



Hold objects in one hand and manipulate with other hand

Experiment with different ways of moving and balancing (e.g. walks, marches, kneels)



Change focus and listen when adult is speaking to them

Sustain physical activity for at least 3-5 minutes at a time

Imitate actions of other children

Assert ownership (e.g. says "Mine")



Show a range of emotions including fear, surprise, happiness and contentment

Understand one word commands such as "No" and "Come"

Use two word combinations to communicate

Name some basic needs with single words (e.g. "milk", "mama")

Show pleasure and excitement when exposed to music



Select a favorite book to read and point to pictures or objects in books when asked

Show an interest in matching and sorting according to color, size, or shape and demonstrate an awareness of simple patterns

Move objects in more than one way

Begin to imitate rote counting with errors in sequence

Begin to use number concepts (e.g. "I want more")

Recognize people, objects and animals in pictures

Show interest in rhyming words

Make scribbles or marks

Focus attention on speaker and attempt to imitate speech

Poetry is a great way to introduce children to rhyme. *Rumble in the Jungle* by Giles Andreae and *Me I Am!* by Jack Prelutsky are fun poem books appropriate for pre-school aged children.

24 - 36 Months

With adult support, begin to develop awareness, knowledge and appreciation of own culture

Refine grasp to manipulate tools and objects



Continue to experiment with different ways of moving and balancing (walks, marches, jumps off step and lands on both feet)



Attempt hygiene routines independently

Use materials in new ways to accomplish a task

Sing along with songs that have words with repeating initial sounds

Use some personal pronouns

Begin to label and regulate feelings

Share experiences using simple 2-3 word combinations

Recognize that others have basic needs (e.g. offers a cookie, offers a hug)

Contribute language from a book at the appropriate time

Match and sort according to one attribute (e.g. color, size or shape) and recognize simple patterns

Use the senses as tools to observe and describe

Participate in small and large group activities

Show an understanding of number concepts (e.g. one/two; more/less)

Verbally count to five

Recognize and label people, objects and animals in pictures

Sing along with rhyming songs

Make controlled linear scribbles



Have knowledge of own characteristics (e.g. name, gender, age, family role)

Use instruments to create sound and rhythm

Pretend to read a familiar book

With adult support, recall the sequence of personal routines or events

Use 3-4 word sentences (may omit some words)



36 - 48 Months



Hold writing tools with a three-point finger grip

Refine wrist and finger movements (e.g. zips, buckles, pours)

Move with control and continues to sustain balance (e.g. walks up and down stairs alternating feet)

Make and maintain a friendship with at least one child

Participate in small and large group activities

Identify own name in print

Identify personal hygiene needs (e.g. "I need to go potty")

Recognize when words share initial sound (e.g. /b/ as in ball)

Use basic safety practices

Describe color and shape in artwork

Regulate own emotions and behavior most of the time

Discuss and identify the order of daily routines

Recognize symbols and logos in the environment

Identify some basic needs and how to meet them (e.g. "When I'm thirsty, I get a drink")

Use the senses as tools to observe, describe and classify

Use time phrases and tense selection appropriately (e.g. today, yesterday, later)



Recite numbers in the correct order to 10

Recognize rhyming words

Write some letters and letter-like forms

Relate personal identification information

Use instruments to create rhythm and sound imitating others

Pretend to read a familiar book describing what is on each page using picture cues

Show awareness, knowledge and appreciation of own culture

Recall the sequence of personal routines or events

Recognize the name of 10 letters

Use complete 4-6 word sentences

Retell experiences in order, providing details

Words such as "first", "then", "next", and "finally" help children retell events accurately. Model the use of these words to encourage children to use them.

48 Months - Kindergarten Entry

Coordinate complex movements and sustain balance (runs quickly, changes direction, hops, attempts to jump rope)

Use precise finger and hand movements (e.g. strings small beads, uses small Legos)

Observe and use appropriate ways of interacting in a group of 2-3 children (e.g. takes turns talking and listening)

Express emotions through socially appropriate actions and words

Identify and attend to personal hygiene needs

Associate three or more letters with their sounds and begin to use sound spelling

Compare the attributes of length and weight for two objects including heavier/lighter/same

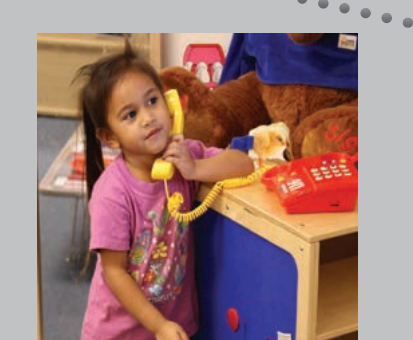
Explain that some foods help bodies grow and be healthy

Recognize common dangers and follow rules regarding them

Use senses to explore the immediate environment

Identify some letters in own name

Recognize and "read" familiar words or environmental print



Sing a variety of songs with repetitive phrases and rhythmic patterns

Identify story related problems, events, and resolutions during conversations with an adult

Sort and classify object using attributes such as color, shape or size and recognize, create and repeat simple patterns

Recognize and name written numerals to 10 and verbally count to 20

With adult support, generate rhyming words

Use positional words to describe an object's location (e.g. up, down, under, outside)

Pretend to read, using intonation and refer to images in the illustrations



Create characters through physical gestures, sounds, speech and facial expressions

Practice tracking from top to bottom and left to right with scaffolding

Recognize and name 10 upper and lower case letters

Retell experiences in order, providing details



Large crayons are easier for small hands to hold. Look for crayons with 3 sides that are designed to prevent them from rolling away.

Legos and other building blocks are great manipulatives to use when talking to children about patterns, comparing attributes, and sorting and classifying.

Ask children to draw a picture of themselves and a special friend together. Ask them to tell you about the friend and what they enjoy doing together.

Go beyond pencil and paper and spell out the child's name in Legos, dry macaroni, and other interesting materials.



Ask children to bring in an object for show-and-tell that is heavy or light. Ask them to share where they got their object, why it is important to them, and whether it is heavy or light.



Give children a magazine and ask them to find symbols and logos. Have them cut them out and paste them to a piece of paper. Then have them share what they found.

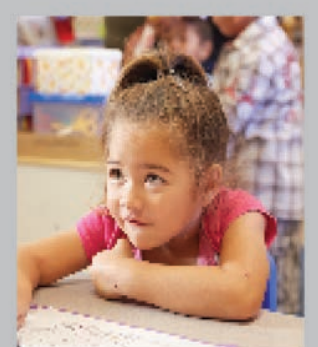
Display felt or laminated pictures from a story on the wall when reading a story. Children can use these picture cues to contribute words as you read the story.

Paint sample cards from your local home improvement store can be used as a fun color sorting activity. Use them as they are, or cut out different shapes to sort.

Create an obstacle course with things found around the classroom and use positional words to direct the children. (Step over the rope, crawl under the table)



There are lots of simple instruments that can be made with things found around the house. To create a "guitar", cut a round hole in the front of a cracker box, wrap 3 or 4 rubber bands across the hole and secure with tape. Tape a paper towel tube to the top of the box.



When reading to children, make characters come alive by varying the tone of your voice and your facial expressions. Ask the children to participate in the story by prompting them to make sounds or faces at certain points in the story.

For a complete list of the HELDS Domains, Topics and Indicators, please visit p3hawaii.org

Photos courtesy of INPEACE and Hawai'i P-20