

## The Head Start Child Development and Early Learning Framework Video

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[Children playing]

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Narrator: Children and families in Head Start have a big job. They need to get ready for kindergarten. We have a big job, too. For these young children, how do we promote all aspects of their development and learning? We can look to the Head Start Child Development and Early Learning Framework. Children in Head Start are expected to progress in all of these domains: Physical development and health, social and emotional development, creative arts expression, approaches to learning, language development, literacy knowledge and skills, logic and reasoning, mathematics knowledge and skills, science knowledge and skills, and social studies knowledge and skills. The English language development domain applies to children who are dual language learners. Dual language learners are learning more than one language at the same time, or they're beginning to learn English, as they continue to develop their first language. During the early childhood years, development and learning occurs across all domains to represent the whole child and all the child can do. Each domain includes specific elements that define the domain. Let's take a look.

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Teacher and Child: On your marks, get set, go!

Narrator: The four elements of the physical development and health domain are: Physical health status, health knowledge and practice, gross motor skills, and fine motor skills.

Teacher: Run, Amale! [laughs]

Narrator: Nothing is more important for growing children than to be healthy and stay safe. Children want to be bigger and stronger. They need good nutrition, rest, and exercise to reach the height and

weight appropriate for their age. They learn about healthy foods and unhealthy foods and activities that are safe or unsafe. Lifelong health begins with good health habits in childhood. Gross motor skills involve the large muscle groups that children use to crawl and walk, throw and catch, kick, hit balls, and ride a tricycle. Children develop balance and coordination and become able to control the direction of their movements. Fine motor skills involve the small muscle movements that children use to develop hand strength and dexterity, such as hand-eye coordination for using a fork and pouring, manipulating objects such as blocks, books, or puzzles, and using writing, drawing, and art tools. Healthy, active children are better able to learn and grow.

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Child: I have 100 friends!

Narrator: The four elements of the social and emotional development domain are: Social relationships, self-concept and self-efficacy, self-regulation, and emotional and behavioral health.

Teacher: Say hi, Ava.

Narrator: Young children develop social and emotional skills, as they learn to build relationships with other people, manage their emotions and behavior, and form a healthy personal identity. The classroom is full of opportunities for children to learn how to get along. Children learn to communicate, accept guidance, and cooperate with others. Friendships are formed when they help, share, and take turns. Sympathy and empathy grow with the awareness that their actions affect others and have consequences. With self-concept and self-efficacy, children learn that they are capable of making decisions, completing tasks, and reaching goals. They develop self-confidence, as they successfully accomplish tasks and take on new challenges. With self-regulation, children learn to control their impulses and emotions and their behavior. This helps them follow rules and directions and focus their attention. They begin to recognize and label their emotions: Excitement, sadness, or feeling proud. They learn to appropriately express those emotions and to deal with moments when they feel angry or aggressive in positive ways. Positive social and emotional development provides the foundation for lifelong learning.

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The four elements of the creative arts expression domain are: Music, creative movement and dance, art, and drama.

[Singing and drumming]

Narrator: In the creative arts, the imagination is free to explore creative self-expression through the mind, the body, and the senses. Children not only listen to music, but sing their own songs and play musical instruments. In creative movement, children move to express ideas, emotions, or stories.

Girl: Whoa-ho, I'm a butterfly!

Narrator: They hear different styles and tempos. They notice how they feel and what they hear in the rhythm and the beat. Art is drawing and painting, and chalk, Play-Doh, clay, sculpture, and fabric, and many other materials and techniques. Children's characters and stories come alive with dramatic play. They use props and costumes to take on the roles of other people and explore their world.

Teacher: Thank you so much. I'm going to enjoy my meal.

Boy: You can come back!

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Child 1: Yay!

Child 2: Yay!

Narrator: The three elements of the approaches to learning domain are: Initiative and curiosity, persistence and attentiveness, and cooperation.

Teacher: See how mine looks.

Narrator: It's interesting to watch the different ways children become engaged in activities and social interactions. You are observing their approaches to learning. Children are naturally curious and eager to learn. They're interested in different topics and activities. They ask a lot of questions. They show imagination and creativity as they play, discuss ideas, and complete projects. With persistence and attention, children are able to stick with a task, until it is completed, set goals, resist distractions, and continue through frustration. Group experiences with peers help children learn to cooperate, how and when to join in, and to invite others to join in as well, how to plan activities together, to help, and to teach.

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Child 1: Because this my school.

Child 2: Really?

Child 1: Yeah.

Narrator: The two elements of the language development domain are: Receptive language and expressive language.

Teacher: We clean up, don't we?

Narrator: Learning one or more languages is an extremely important task for a young child.

Girl: A bus!

Teacher: Oh, there is a bus.

Narrator: Receptive language skills are a child's ability to listen and to understand conversations and stories and new vocabulary words. Children learn how forms of language are different from each other,

like plurals and pronouns, questions or exclamations. Expressive language is a child's ability to communicate and use language.

Girl: Eh-eh.

Teacher: Uh-oh.

Girl: Uh-oh. Ah!

Narrator: They express their needs and ideas with different types of sentences, and their vocabulary becomes more varied and complex. Early language development is fundamental to learning across all domains.

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The five elements of the literacy knowledge and skills domain are: Book appreciation, phonological awareness, alphabet knowledge, print concepts and conventions, and early writing.

All (singing): W, X, Y and Z...

Narrator: We all know how essential it is for children to enter kindergarten with strong early literacy skills. Books and stories open up new worlds for even the youngest children. They learn what a book is. You read a book right-side up, front to back, and it tells stories about all kinds of things. Books help children ask questions, make comments.

Teacher: Tabitha says it turned his shoes blue, Faith!

Boy: Blue, my mat!

Teacher: Blue, just like DeAngelo's mat.

Narrator: And share their own stories with drawings, dance, and drama. What is phonological awareness? It's the understanding that words are made up of separate sounds. Children think it's fun to play rhyming and word games and sing songs.

Teacher and Students: I'm Scat the cat; I'm sassy and I'm fat.

Narrator: But they're also learning about syllables, words, and sentences.

Boy: It has four.

Teacher: It has four what?

Boy: Syllables.

Teacher: It has four syllables. Let's see. Cu-ca-ra-cha. Give me five. Yes!

Narrator: When children learn to recognize the letters of the alphabet and the names of the letters and the sounds of the letters, they can recognize their own name, and that's pretty exciting. Children see printed words everywhere. As they start to recognize those words, they make connections between the written words they see in the world all around them and words that are spoken or signed. Finally, when little hands first scribble with big crayons, young children start to learn about writing. Children learn that they can share their own ideas...

Boy: It's a birthday, for Joshua.

Narrator: And make their own letters, words, shapes, and pictures.

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Teacher: And here...

Child: Look, I found it.

Narrator: The two elements of the logic and reasoning domain are: Reasoning and problem solving and symbolic representation.

[Classroom noise]

Narrator: Thinking through and solving a problem involves logic and the ability to use symbols such as words, pictures, and numbers. What are the problem-solving strategies young children need to learn? We can help them look for more than just one solution and recognize the relationship between the cause...

Boy: No, no, no. Don't.

Narrator: And the effect.

Teacher: You do it.

Boy: Oh!

Narrator: They learn to classify, compare, and contrast objects or events or experiences. We help children remember what they've learned and build on that knowledge for the future. How often do we use symbols? All the time. Symbols are essential tools that we use to organize our thinking and represent our ideas with words and pictures, photos and signs, gestures and objects. Children use symbolic representation for people, places, or things when they draw, paint, or build things.

Girl: Our story's great.

Narrator: With pretend play, children use symbols, as they act out roles, express personal meanings, and learn the difference between real and make-believe. Thinking, reasoning, and using symbols to represent objects and ideas helps children better understand and organize the world around them.

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Teacher and Students (singing): Days of the week...

Narrator: The five elements of the mathematics knowledge and skills domain are: Number concepts and quantities, number relationships and operations, geometry and spatial sense, patterns, and measurement and comparison.

Teacher: Guys, how many days have we been in school so far?

Boy: Three!

Teacher: Let's count it.

Teacher and Students: One, two, three.

Narrator: When we give young children opportunities to use math, it helps them make sense of their world. They learn that numbers have a sequence.

Girls: Three, four, five, six!

Narrator: Children learn that numbers represent quantities, like "how many" and "how much." Then they can compare quantities. Is this greater than, less than, or equal to? They learn how to create new numbers with operations like addition and subtraction. Circles and triangles, cubes and cones: With geometry, all kinds of shapes can be created and described. Children learn spatial sense, or the concept that something is up or down, in front or behind, over, under, or through. Patterns are arrangements of objects, shapes, colors...

Child: Green, brown, green, brown.

Narrator: Sounds and movements. Being able to recognize and extend patterns helps children sort objects and predict sequences. Children can learn to measure length and weight and size with standard tools and nonstandard tools. And with those measurements, they can compare longer and shorter, lighter and heavier, and bigger and smaller. Math skills help children connect ideas, ask questions, and develop abstract thinking.

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Child: What do you think's going to happen if we put more green inside?

Narrator: The two elements of the science knowledge and skills domain are: Scientific skills and method and conceptual knowledge of the natural and physical world. Children's innate curiosity makes them natural scientists. When children observe and gather information and then use it to ask their own questions, make predictions, and develop theories, they are using scientific skills and method. They use tools and technology and their own senses to investigate how things work and how things are related. They learn from maps, charts, and drawings. They make comparisons and discuss their results. Is it the same?

Teacher: Does it look different?

Narrator: Facts about the natural world and how it works can be fascinating to children. They learn to observe and then describe living things, like butterflies or baby snails. And they learn about substances that transform from one thing to another, like ice into water. Science knowledge and skills encourage children's curiosity, inquiry, and investigation of the natural and physical world.

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Child: That is from around the world.

Narrator: The three elements of the social studies knowledge and skills domain are: Self, family, and community; people and the environment; and history and events.

Child: I'm not done, Destiny!

Narrator: With social studies knowledge and skills, children discover themselves and how they relate to other people in the larger world. Children develop a wider understanding of how they relate to their family and their community. Am I the youngest, the oldest? Do I live in the city or the country? They're curious about the jobs people do: Firefighter, police officer, bus driver, and doctor. They learn to respect each other and find out that, just as there are rules at home and in the classroom, there are also laws in their community. We're all part of the environment, and children learn what they can do to help care for it. They learn to recognize features of the environment, like roads and bridges, islands and mountains, and forests and streams. Children begin to understand the concepts of past, present, and future. They learn how events from different times relate to themselves, their families, and their communities. Social studies helps children enhance their self-identity...

Boy: Here! Next to my house.

Narrator: And broaden their experience when they learn more about history, culture, and the environment.

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Teacher (singing): Hello, hello, hello...

Narrator: For children who are dual language learners, there is an additional domain. The three elements of the English language development domain are: Receptive English language skills, expressive English language skills, and engagement in English literacy activities.

Teacher: Remember?

Narrator: Dual language learners are children who are learning in two or more languages. Some children have been exposed to two languages from birth and may have well-developed skills in both languages. Other dual language learners have first developed skills in their home language and are exposed to a second language, English, when they start preschool. They are beginning to learn English as they continue to develop their first language. Children enter Head Start at different levels of English language development. Programs need to ensure that children at all levels can interact and demonstrate their abilities across all domains in any language, including their home language. Children who are learning English as a second language may first understand many more words in English than they can express. They may reply with words in their home language and show that they understand when they participate in activities. They may respond with gestures when adults and peers use gestures along with the English words. As their understanding grows, children can respond to increasingly complicated questions and directions.

Girl: Milk!

Narrator: Children who begin to learn English in preschool may start to express themselves by repeating English words or phrases. At first, they say simple words like "car" and "milk." They often mix English words with their home language. This is a natural part of language learning. Gradually, they can use more vocabulary words and construct sentences in English. Songs, rhymes, stories, and books foster English language development and engage children in English literacy activities.

Girl (singing): B-I-N-G-O...

Narrator: The continuing development of a child's home language is essential and lays the foundation for learning English and the skills across all other domains.

ALL (singing): ...so we can learn...so we can learn.

Narrator: The Head Start Child Development and Early Learning Framework is a guide for all Head Start programs. It is used to establish school readiness goals, monitor children's progress, and plan programs and curricula. These 11 domains describe the most important skills and knowledge young children need for success in school and in life. All 11 domains are grouped within five essential domains: Social and emotional development, approaches to learning, language and literacy, cognition and general knowledge, and physical development and health. Head Start teachers can use the five essential domains to help them prepare children for the transition to kindergarten.

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Narrator: In partnership with children's families, Head Start teachers bring their skills, talents, and creativity to their jobs to prepare young children to succeed in kindergarten and beyond. It's exciting and challenging to help young children learn through active investigation, exploration, and meaningful play.

Aiden: Hi, I'm Aiden!

Jaden: Hi, I'm Jaden!

[Boys giggling]

[Girl giggling] Girl: I love school.

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