



Find the Standard:

Museum/Libraries/Early Childhood Program Game

NOTE: States are encouraged to adapt the tool to align with their own Early Learning Guidelines.

1. Increase awareness of some common, important early learning and development standards.
2. Promote understanding of how museums can help young children meet the standards.
3. Share innovative ways that museums and libraries are developing displays and exhibits and creating activities that help children meet important early learning and development standards and/or are supporting parents to help their child meet those standards.

Common, important Early Learning and Development Standard construct <i>(these are sometimes called early learning standards or early learning guidelines)</i>	Do you see a display or exhibit that might help young children meet this standard? Where? How?	Do you have a display, exhibit, activity, or practice that helps children meet this standard (or helps parents help children meet this standard)?
Physical Development and Health: Motor/Physical <u>Fine Motor</u>: Children can cross midline and manipulate grip (crossing midline, hand dominance, visual motor domination).		
Physical Development and Health: Motor/Physical <u>Gross Motor</u>: Children exhibit balance and control, coordinated movement; loco-motor movements, handle balls.		
Approaches to Learning Essential Life Skill: Self-Directed, Engaged Learning <u>Concentration/Attention Control</u>: Children engage in self-selected activities. Child maintains focus and perseveres to accomplish collaborative tasks selected by self and others.		

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<p>Approaches to Learning <u>Problem Solving:</u> Children recognize and solve problems; engage in trial and error; describe/explain solutions; seek help to find a solution.</p>		
<p>Social & Emotional Development Essential Life Skill: Focus and Self Control: Children need this skill in order to achieve their goals, especially in a world that is filled with distractions and information overload. It involves paying attention, remembering the rules, thinking flexibly, and exercising self control. <u>Behavioral Regulation:</u> Children can follow rules and expectations, behave appropriately, understand effects/consequences of actions; exhibit impulse control.</p>		
<p>Social & Emotional Development <u>Social Skills with Peers:</u> Children can resolve conflicts, initiate and sustain interactions, share, cooperate, take turns, defend rights.</p>		
<p>Cognition and General Knowledge: Numeracy <u>Number, Counting and Base 10:</u> Children count objects; understand concepts of more than, less than, and equal to; understand 1:1 correspondence, cardinality, counting after adding small quantities of more.</p>		
<p>Cognition and General Knowledge: Music [Arts] <u>Music/Arts:</u> Children participate in music and rhythm activities/create music; they are familiar with musical</p>		

Common, important Early Learning and Development Standard construct

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instruments; they are aware of different traditions of music

Language and Literacy

World Languages: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

Language and Literacy

Alphabet Awareness: Children recognizing letters, name letters, understand the function of letters.