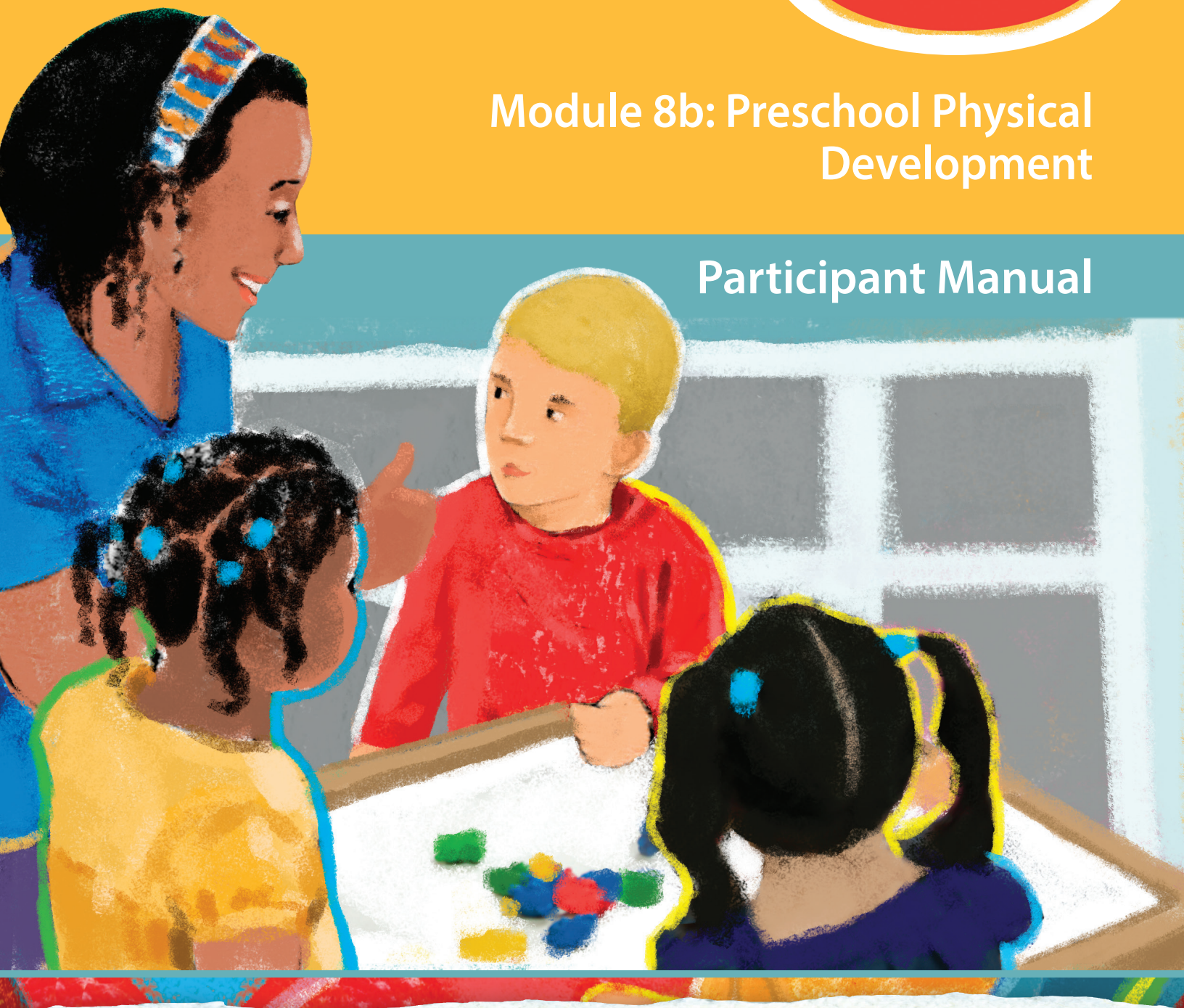


# ECE Credential

Level 1

Module 8b: Preschool Physical Development

Participant Manual



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Illinois Professional Development System

# **ECE Credential Level 1 Training**

## ***Module 8b: Preschool Physical Development***

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### Participant Manual · Standardized Version

This training is Registry-approved and counts towards DCFS licensed program training hours.

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## Acknowledgments

Thank you to all current and former contributors to this training. The ECE Credential Level 1 was created in 2006 to assist Early Care and Education Professionals in demonstrating a statewide commitment to quality care. The invaluable contributions in the creation and updates to this credential training have enabled the ECE Credential Level 1 to remain an integral piece in the Gateways to Opportunity Professional Development System.

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# Learning Objectives

Following this training, participants will be able to:

- Name characteristics of physical development in preschool age children
- Identify ways to promote large and small motor development with preschool age children
- Name examples of modifications to support active participation by children with special needs

# Self-Reflection

Name or topic of your last module: \_\_\_\_\_

Reflect upon the last module you attended and answer the following. If this is your first module, you are not required to complete this section.

**What new skills have you started practicing or what changes have you made as a result of the training?**

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**What has worked? What hasn't?**

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**What resources did you use from the training?**

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**What other knowledge did you gain as a result of the training?**

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# **Part 1: Physical Development and the Preschool Age Child**





# Physical Development in Preschoolers

- Initial stage
- Elementary stage
- Mature stage

Physical activities give children the opportunity to strengthen and master their bodies. The preschool years are a time of mastery of skills. Many physical skills have already been learned. Now is a time of refinement and practice.

## Physical Development: Skills and Activities

	Skills	Activities
Small (Fine) Motor		
Large (Gross) Motor		

The activities you choose to promote physical development in your child care settings should depend on the ability of the child, not the age of the child.

Your goals for the children in your care (for example, learning to cut) can be achieved by adapting the variety of activities you do with the various ages and abilities of the children in your care.

## What Impacts Physical and Motor Development?

- Good \_\_\_\_\_
- General health and wellness
- \_\_\_\_\_ activity
- Caring/supportive child care environment

### The Role of Good Nutrition

- Begins \_\_\_\_\_ birth
- Lowers risk for chronic diseases
- Impacts overall \_\_\_\_\_
- Essential for \_\_\_\_\_ growth

Good nutrition starts before birth. In group care settings, providers are responsible for 1/4 to 2/3 a child's overall nutrition. The foundation laid for healthy eating habits occurs during infancy and toddlerhood.

Nutrition plays a key role in reducing chronic diseases, a child's overall behavior (and later school performance), and during the infant and toddlers years, brain growth and development is dependent on the nutrients a child receives.

## Benefits of Outdoor Play

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- Any activity that could be done indoors can also be adjusted for outdoor play. To receive the full benefit of playing outdoors, it is recommended that children have 45 to 60 minutes of uninterrupted outdoor play.

Outdoor play offers numerous benefits that cannot be replicated indoors. Pumping a swing, learning to pedal and steer a trike/bike, and swinging a bat are all skills that most indoor environments just do not have adequate space to practice. In addition, the overall health benefits to outdoor play lead to healthier children.

# Physical Activity and Preschool Brain Development

Much of children's learning about their world comes through movement. Thinking and learning do not take place only in the head. Physical movement plays a critical role in the creation of nerve-cell networks essential to learning.

Learning occurs through all the senses – hearing, touching, tasting, seeing, and smelling. Learning also occurs through other sensory input. A sense of balance and knowing where the body is in space are such examples. As the body moves through space or tries to establish a sense of balance, messages are sent to the brain through the inner ear.

These systems give the brain information about gravity, motion, the body's muscular movements, the body's position in space, movement and balance. Perceptual movement theorists believe there is a strong link between moving and learning.

Children have the capability for learning in many different ways. When children are physically active, they receive sensory input from their tactile and kinesthetic senses, which means they're feeling as well as observing.

# Learning Through Moving

Sometimes functions of the body are viewed as less important than the functions of the mind. However, thinking and learning do not only take place in the mind. Physical movement plays a critical role in the creation of nerve-cell networks essential to learning.

Learning occurs through all the senses—hearing, touching, tasting, seeing, smelling, and balance. Learning occurs through sensory input. Sensory input works to give the body information about muscle movements and about the force the muscles are exerting.

This sensory input gives the body information about its position in space and about the body's sense of balance. How children move, how they perceive their surroundings and the ability to learn are all interrelated and interdependent.

Offer the children in your care different movement opportunities to enhance their perceptual motor development. Give them opportunities to explore the concept of balance.

## **Let them:**

- Rearrange a room in the care setting by pushing, pulling and tugging the furniture.
- Walk on the curb, the lines on the sidewalk or driveway, or a homemade balance beam.
- Spin.
- Swing.
- Hang upside down.
- Roll down a hill.
- Move with a hula hoop.
- Dance with scarves or streamers together.

## **See if they can:**

- Throw a ball at a target as they are walking on a line.
- Rub their tummy and pat their head.
- Clap and jump up and down.

*Used with permission from Parents as Teachers National Center, Inc.*

## Additional Sensory Activities:

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## Music and Movement

Music is important to brain development in children because it has been found to help organize those neural pathways. There is evidence that the pathways used for understanding and listening to music are the same pathways used in later learning of math concepts.

Music and movement activities are a great way to incorporate gross motor into everyday activities. Be sure you are participating with the children. Movement is good for you too!

Ways to use music and movement together in the child care setting:

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- 
- 
- 
- 
- 

## Cross Lateral Movement

Doing arm and leg movements that cross over from one side of the body to the other can have a dramatic effect on learning. These movements are called cross lateral movements.

Since the left side of the brain controls the right side of the body and the right side of the brain controls the left side of the body; the two sides of the brain are forced to communicate when the legs and arms cross over the midline of the body.

### Notes:

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## Non-typical Physical Development

### Providers should note:

- When skills \_\_\_\_\_
- The \_\_\_\_\_ in which skills emerge
- The quality of skill level and how it contributes to children's \_\_\_\_\_ with their environment

# Doodlely-Do

Practice these motions before singing the song.

(lap pat) (lap pat) (clap) (clap) (cross hands over twice) (cross hands under twice)

(rt.hand pointer finger to nose then to lf. shoulder 2x's)

(lf. hand pointer finger to nose then to rt. shoulder, 2x's)

**Repeat**

## Doodlely-Do

**Please sing to me that sweet melody**

(lap pat) (lap pat) (clap) (clap) (cross hands over twice) (cross hands under twice)

**Called Doodlely-Do,**

(rt.hand pointer finger to nose then to lf. shoulder 2x's)

**Doodlely-Do.**

(lf. hand pointer finger to nose then to rt. shoulder, 2x's)

**I like the rest, but the one I like best**

(lap pat) (lap pat) (clap) (clap) (cross hands over twice) (cross hands under twice)

**Goes Doodlely-Do,**

(rt.hand pointer finger to nose then to lf. shoulder 2x's)

**Doodlely-Do.**

(lf. hand pointer finger to nose then to rt. shoulder, 2x's)

**It's the simplest thing,**

(lap pat) (lap pat) (clap) (clap)

**There isn't much to it.**

(cross hands over twice) (cross hands under twice)

**All you gotta do**

(rt.hand pointer finger to nose then to lf. shoulder 2x's)

**is Doodlely-Do it.**

(lf. hand pointer finger to nose then to rt. shoulder, 2x's)

**I like it so that wherever I go**

(lap pat) (lap pat) (clap) (clap) (cross hands over twice) (cross hands under twice)

**It's the Doodlely,**

(rt.hand pointer finger to nose then to lf. shoulder 2x's)

**Doodlely-Do.**

(lf. hand pointer finger to nose then to rt. shoulder, 2x's)

(Arms up in air above head)

**Part 2: Promoting  
Physical Development  
in the Preschool  
Age Child**





# Specific Strategies to Promote Physical and Motor Development

- Align activities with \_\_\_\_\_ goals of children
- Provide activities and materials that are \_\_\_\_\_ and promote active exploration
- Incorporate physical activities into your \_\_\_\_\_
- Plan specific \_\_\_\_\_ in your daily schedule

Development typically progresses from the simple to the more complex. Keep that in mind while planning physical activities for various age groups and developmental levels. Some skills, such as pedaling, may be emerging with a 3 year old, but may be mastered by a 5 year old. Be conscious of what each individual child can do.

## Experimenting with Balance

Following the video, answer these questions:

1. In what ways did this environment provide a safe place for the child to practice the balancing skill?

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2. How did you know the child was comfortable practicing this skill?

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## Fine Motor Activities

Notes:

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# Transitions

Transitions are the passages between one place and another or one activity and another. Transition times can be one time to incorporate motor activities into the daily routines.

List the transitions (times when children move from one activity to another) that occur throughout the day in your care setting.

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What strategies can you use during these times?

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## Arrivals and departures:

- Allow the child to use a transition object from home
- Establish a ritual that will be the same for each drop-off or pick-up
- Accept the feelings of child and parents
- Prepare the environment by having a favorite book or activity ready for the child

## Clean up:

- Give the children a warning that cleanup time is approaching
- Sing a particular song or play a particular piece of music to alert children to the transition from play to cleaning up
- Make sure all materials have a storage place
- Math and literacy concepts can be a part of clean-up activities (counting the blocks as they are stowed away, reading the labels from the containers to know where to put the objects).

## Group time:

Be sure your group time is developmentally appropriate for the ages of children in your care.

- Allow enough space for each child to have room to sit without touching another child.
- Make sure to have organized and planned activities that are involving for the children.
- Incorporate transitions into your planning. One study observed children in early child care settings. It was observed that one fourth of the children's time was spent in transition. Young children's bodies are not programmed to wait, they are programmed to move.
- Use puppets, story gloves, finger plays, and songs in your child care settings.

# Games

Children this age enjoy games because of their social nature. There are many varieties of games such as: action games, ball games, board games, card games, pretend/mime games, seek/find games, water games, word games, etc. Children enjoy and benefit from group games.

## Choosing Group Games

- Choose games that will accommodate the majority of children (and make adaptations if needed)
- \_\_\_\_\_ the game before teaching it to the children
- Make sure all the children are within your \_\_\_\_\_, and encourage all the children who can to participate
- Avoid long \_\_\_\_\_
- Establish \_\_\_\_\_ and identify safety hazards.
- Present the rules of the game in sequence. Be brief and to the point.
- Avoid \_\_\_\_\_ children to play. Offer safe alternatives you can supervise.

## Create-a-Game!

- In a group of 3-4 people, make up a game promoting physical development.
- Plan the game, set up the game, create the rules, and then play!
- Be ready to demonstrate and/or play the game with the large group.

## Notes:

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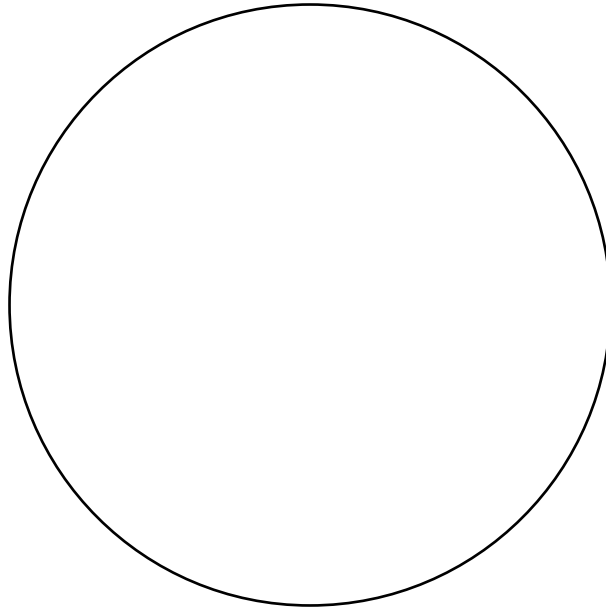
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# Games Activity Web

Social-Emotional Development

Language Development



Cognitive Development

Physical Development

# Children with Special Needs

When caring for a child with special needs, be sure to work cooperatively with parents and families to provide needed support in their learning and development. Meet the child where they are developmentally, rather than strictly by their age.

- Be inclusive!
- Allow \_\_\_\_\_ children (with or without special needs) to learn in the same environment
- Allow for services in your program
- Support each child to be \_\_\_\_\_
- Give children additional care and attention as needed

## Focus on Abilities, Not Disabilities

- Keep the \_\_\_\_\_ involved
- Don't be discouraged if a skill learned does not become consistent for a child
- Give the child \_\_\_\_\_ to practice one step of the skill before going on to the next step
- Allow \_\_\_\_\_ to participate in curriculum activities and experiences in some way

## What's Your Role?

What is your role in promoting healthy physical and motor development with the children in your care?

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List 3 strategies you can use every day to promote healthy physical and motor development.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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## You Can:

- Get kids moving
- Nurture \_\_\_\_\_ eaters
- Provide healthy beverages
- Support breast feeding
- \_\_\_\_\_ screen time
- Practice healthy habits

Source: <https://healthykidshealthyfuture.org>



## Knowledge to Practice

Think of a game or activity that you currently do (or have done) with the children in your care. What areas of development does it impact? What could you add to the game/activity to promote physical development- both large and small?

Using the same game you chose above, what accommodations or adaptations could you make for a child with special needs? Describe at least 2 accommodations/adaptations.

## Competency Checklist

Reflect on your understanding of the following competencies:

- Describe how to use developmental chart for recognizing atypical behavior.
- Describe the importance of recognizing when children are demonstrating behavior or skills that are not typical for their chronological age.
- Discuss benefits that children gain from productive engagement.
- Name examples of modifications to materials or activity plans that could be used to support active participation by children with special needs.





# Resources



# Developmental Ages and Stages Chart

	<b>Infants/Toddlers: Ages birth–36 months</b>	<b>Early Childhood/Preschool: Ages 3–6</b>
<b>Physical/ Motor</b>	<p><b>Birth to 5½ months:</b></p> <ul style="list-style-type: none"> <li>• Lift head when lying on tummy</li> <li>• Bring hands to midline</li> <li>• Sit with support</li> <li>• Turn from stomach to back or back to stomach</li> </ul> <p><b>5½ months to 8 months:</b></p> <ul style="list-style-type: none"> <li>• Sit without support</li> <li>• Roll, scoot, stand holding on to stable object</li> <li>• Transfer objects from hand to hand</li> <li>• Bang objects</li> </ul> <p><b>8 months to 14 months:</b></p> <ul style="list-style-type: none"> <li>• Pull to stand • Lower self to sit</li> <li>• Walk</li> <li>• Point with finger</li> <li>• Use thumb and pointer finger to pick up objects (pincer grasp)</li> </ul> <p><b>14 months to 24 months:</b></p> <ul style="list-style-type: none"> <li>• Walk backwards</li> <li>• Throw ball forward</li> <li>• Walk up stairs holding railing</li> <li>• Ride on toy without pedals</li> <li>• Scribble</li> </ul> <p><b>24 months to 36 months:</b></p> <ul style="list-style-type: none"> <li>• Balance on one foot</li> <li>• Pedal a tricycle</li> <li>• Walk up and down steps alternating feet</li> <li>• Begin to use scissors</li> <li>• Build with blocks</li> </ul>	<p><b>3 to 4 years:</b></p> <ul style="list-style-type: none"> <li>• Catch a large ball</li> <li>• Throw with more control</li> <li>• Snip with scissors</li> <li>• Build with blocks</li> <li>• Grip pencil with fingers</li> </ul> <p><b>4 to 5 years:</b></p> <ul style="list-style-type: none"> <li>• Climb</li> <li>• Hop</li> <li>• Cut with scissors</li> <li>• Copy simple figures</li> <li>• Button and unbutton</li> </ul> <p><b>5 to 6 years:</b></p> <ul style="list-style-type: none"> <li>• Balance while walking in a straight line</li> <li>• Write own name</li> <li>• Zip and unzip a zipper</li> </ul>
<b>Cognitive</b>	<p><b>Birth to 5½ months:</b></p> <ul style="list-style-type: none"> <li>• Gaze at, then track faces and objects with high contrast</li> <li>• Find hands and feet</li> <li>• Bat at objects</li> </ul> <p><b>5½ to 8 months:</b></p> <ul style="list-style-type: none"> <li>• Briefly look at pictures in a book</li> <li>• Put things in mouth</li> <li>• Experiment by throwing, dropping, shaking and banging objects</li> </ul> <p><b>8 months to 14 months:</b></p> <ul style="list-style-type: none"> <li>• Examine small objects and details</li> <li>• Repeat interesting activities</li> <li>• Remember the location of hidden objects</li> </ul> <p><b>14 months to 24 months:</b></p> <ul style="list-style-type: none"> <li>• Say “no” often</li> <li>• Imitate adult behaviors and activities</li> <li>• Try to comfort others in distress</li> <li>• Play by self for a short period of time</li> </ul> <p><b>24 months to 36 months:</b></p> <ul style="list-style-type: none"> <li>• Begin to solve problems more logically</li> <li>• Remember events and places</li> <li>• Match and group objects that are alike</li> </ul>	<p><b>3 to 4 years:</b></p> <ul style="list-style-type: none"> <li>• Notice how things are alike and different</li> <li>• Recite numbers</li> <li>• Predict effects of one’s actions</li> </ul> <p><b>4 to 5 years:</b></p> <ul style="list-style-type: none"> <li>• Tell the sequence of events in a story</li> <li>• Try different actions to solve a problem</li> <li>• Organize collections of objects into groups</li> <li>• Say full name an address</li> </ul> <p><b>5 to 6 years:</b></p> <ul style="list-style-type: none"> <li>• Aware of rules and manners</li> <li>• Practice recognizing numerals 1 through 10</li> <li>• Use logical thinking when playing games</li> <li>• Enjoy following familiar routines and predicting what will happen next</li> </ul>

<p><b>Language</b></p>	<p><b>Birth to 5½ months:</b></p> <ul style="list-style-type: none"> <li>• Turn head to find a sound</li> <li>• Make vowel sounds like eee, aah, ooo</li> <li>• Take turns making sounds with parents and care providers</li> <li>• Enjoy practicing sounds</li> </ul> <p><b>5½ months to 8 months:</b></p> <ul style="list-style-type: none"> <li>• Associate some sounds with objects and people</li> <li>• Say single syllables like ba, pa, ma</li> <li>• Repeat sounds like “bababa”</li> </ul> <p><b>8 months to 14 months:</b></p> <ul style="list-style-type: none"> <li>• Respond to simple requests</li> <li>• Understand “no”</li> <li>• Point and gestures to communicate</li> <li>• May say few words including “mama” and “dada” specifically</li> </ul> <p><b>14 months to 24 months:</b></p> <ul style="list-style-type: none"> <li>• Follow a one step direction such as, “Pick up your shoes”</li> <li>• Say about 50 words</li> <li>• Imitate adult inflections</li> <li>• Name some pictures</li> <li>• Point to at least six body parts</li> </ul> <p><b>24 months to 36 months:</b></p> <ul style="list-style-type: none"> <li>• Understand actions and events in simple story books</li> <li>• Use multi-word sentences</li> <li>• Ask and answer simple questions</li> <li>• Listen closely to conversations</li> </ul>	<p><b>3 to 4 years:</b></p> <ul style="list-style-type: none"> <li>• Use three and four word sentences</li> <li>• Follow more difficult directions</li> <li>• Make up silly words</li> <li>• Ask “why”, how questions</li> <li>• Repeat songs and rhymes</li> <li>• Recognize familiar words and signs</li> </ul> <p><b>4 to 5 years:</b></p> <ul style="list-style-type: none"> <li>• Use longer, more complex sentences</li> <li>• Retell familiar stories and predicts story endings</li> <li>• Use language to expand and extend play</li> </ul> <p><b>5 to 6 years:</b></p> <ul style="list-style-type: none"> <li>• Describe a sequence of events</li> <li>• Negotiate rules</li> <li>• May have trouble pronouncing their r, v, l, th, j, and z sounds</li> </ul>
<p><b>Social-Emotional</b></p>	<p><b>Birth to 5½ months:</b></p> <ul style="list-style-type: none"> <li>• Make eye contact</li> <li>• Can be comforted by parent or care provider</li> <li>• Comfort self in some way</li> <li>• Respond to familiar faces</li> </ul> <p><b>5½ to 8 months:</b></p> <ul style="list-style-type: none"> <li>• Show separation anxiety</li> <li>• Enjoy simple games like “peek-a-boo”</li> </ul> <p><b>8 to 14 months:</b></p> <ul style="list-style-type: none"> <li>• Know the difference between familiar people and strangers</li> <li>• Play simple, imitative games like “pat-a- cake”</li> <li>• Initiate interactions with familiar people</li> </ul> <p><b>14 months to 24 months:</b></p> <ul style="list-style-type: none"> <li>• Say “no” often</li> <li>• Imitate adult behaviors and activities</li> <li>• Try to comfort others in distress</li> <li>• Play by self for a short period of time</li> </ul> <p><b>24 months to 36 months:</b></p> <ul style="list-style-type: none"> <li>• Begin to express feelings in socially acceptable way</li> <li>• Have fears</li> <li>• Begin to understand and follow simple rules</li> <li>• Desire routines</li> </ul>	<p><b>3 to 4 years:</b></p> <ul style="list-style-type: none"> <li>• Use negative words such as “don’t” and “won’t”</li> <li>• Test limits that are set</li> <li>• Learn to share and take turns</li> <li>• Have difficulty distinguishing real from make-believe</li> </ul> <p><b>4 to 5 years:</b></p> <ul style="list-style-type: none"> <li>• Like to socialize with peers</li> <li>• Enjoy situations away from home</li> <li>• Change moods quickly</li> <li>• Change the rules to benefit self</li> </ul> <p><b>5 to 6 years:</b></p> <ul style="list-style-type: none"> <li>• Understand acceptable/ unacceptable behavior</li> <li>• Show pride and confidence in own accomplishments</li> <li>• Show interest in fairness and making rules</li> <li>• Have preferences in special friends</li> </ul>

	School Age Ages 5–7	School Age Ages 7–12
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Better at running or jumping but awkward at smaller movements like writing</li> <li>• Enjoy structured games like Simon Says and Duck, Duck, Goose</li> <li>• Losing teeth</li> <li>• Need lots of physical activity and free play</li> <li>• Tend to be in a hurry and rush things</li> </ul>	<ul style="list-style-type: none"> <li>• Rapidly growing bodies</li> <li>• Enjoy group games like soccer or kick ball</li> <li>• Many girls and some boys experience the beginning of puberty</li> <li>• May suddenly be better coordinated</li> <li>• Restless—Can't sit for long period</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Not ready to understand big ideas like "fairness".</li> <li>• Don't think logically (if it is windy and the trees are shaking, then the trees are causing it to be windy)</li> <li>• Almost never see things from another person's view</li> <li>• Curious about things</li> <li>• More aware of similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy board games, computer games, and puzzles</li> <li>• Like to learn through discovery</li> <li>• Beginning to see the "bigger world" including ideas like fairness and justice</li> <li>• Good at solving problems</li> <li>• Can concentrate for long periods</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Literal—when you say, "Happy as a clam", they may picture a clam dancing and laughing</li> <li>• Think out loud—will say "I'm going on the swings" before they actually do it</li> <li>• Invented spelling such as "I luv to et iscrem" for I love to eat ice cream"</li> <li>• Love jokes and riddles</li> </ul>	<ul style="list-style-type: none"> <li>• Show interest in the meaning of words</li> <li>• Can create stories with beginning, middle and end</li> <li>• Can listen well</li> <li>• Reading to learn instead of learning to read</li> <li>• Appreciate humor—"gets" jokes</li> </ul>
<b>Social-Emotional</b>	<ul style="list-style-type: none"> <li>• Learning about being a friend</li> <li>• Prefer to play with those of the same gender</li> <li>• Need verbal permission from adults—"May I...?"</li> <li>• Don't like taking risks or making mistakes</li> <li>• Sensitive and can react strongly to criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the feelings of others</li> <li>• Enjoy group activities and cooperative work, especially with those of the same gender</li> <li>• Developing a sense of right and wrong—very sensitive to fairness issues</li> <li>• Moodiness</li> </ul>

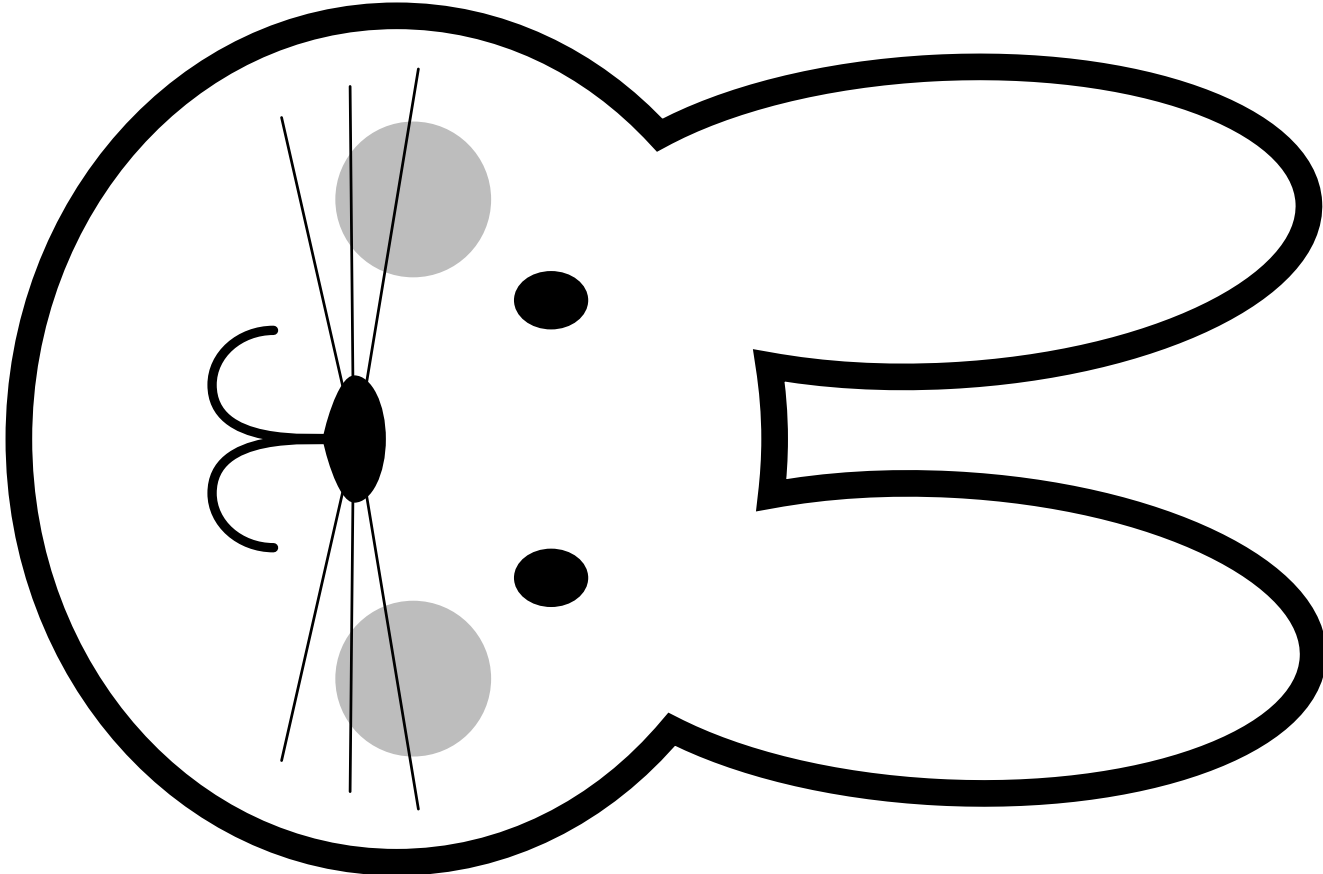
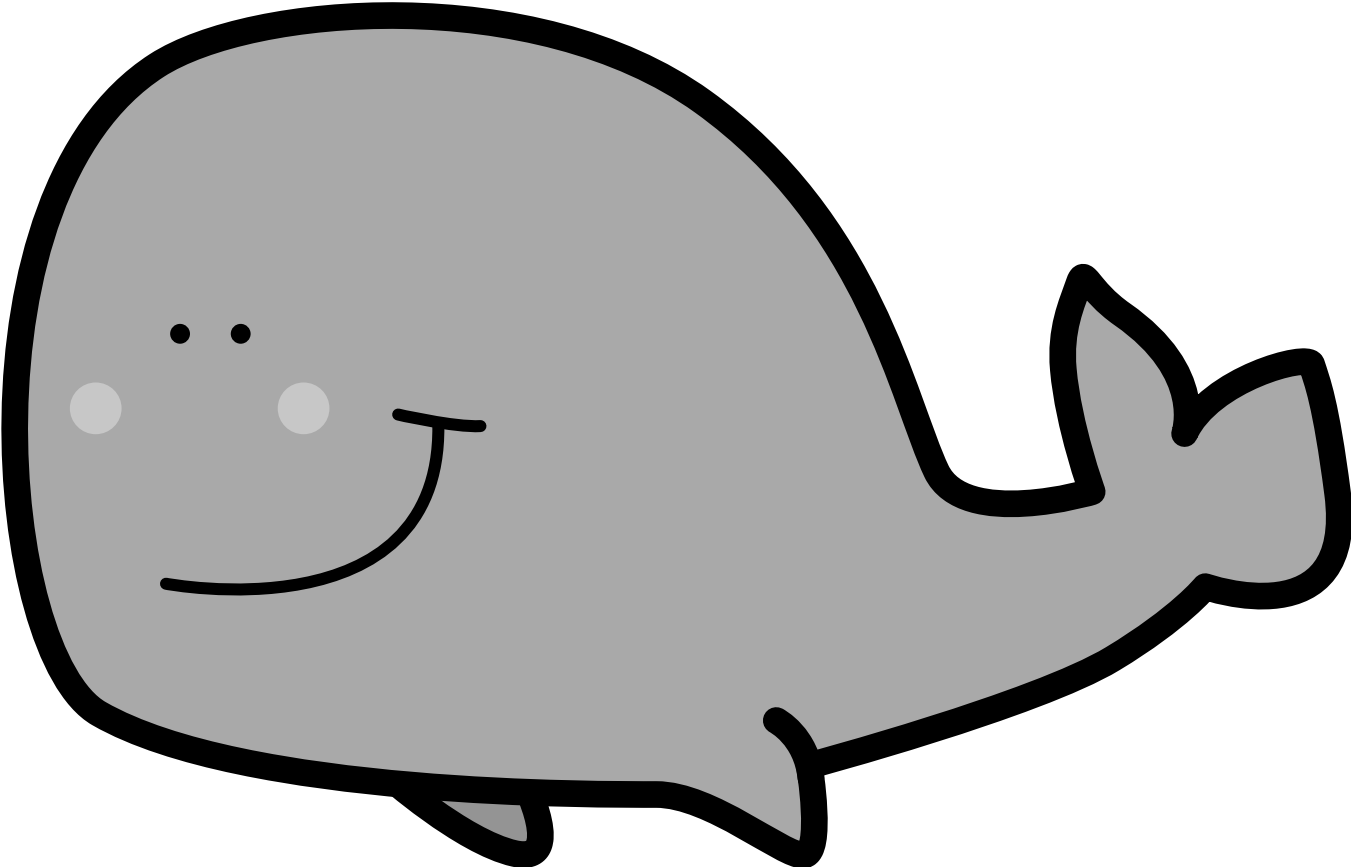
Sources: American Academy of Child and Adolescent Psychiatry (2001). *Facts for Families*©. "Normal Adolescent Development: Middle School and Early High School Years". <http://www.aacap.org/>

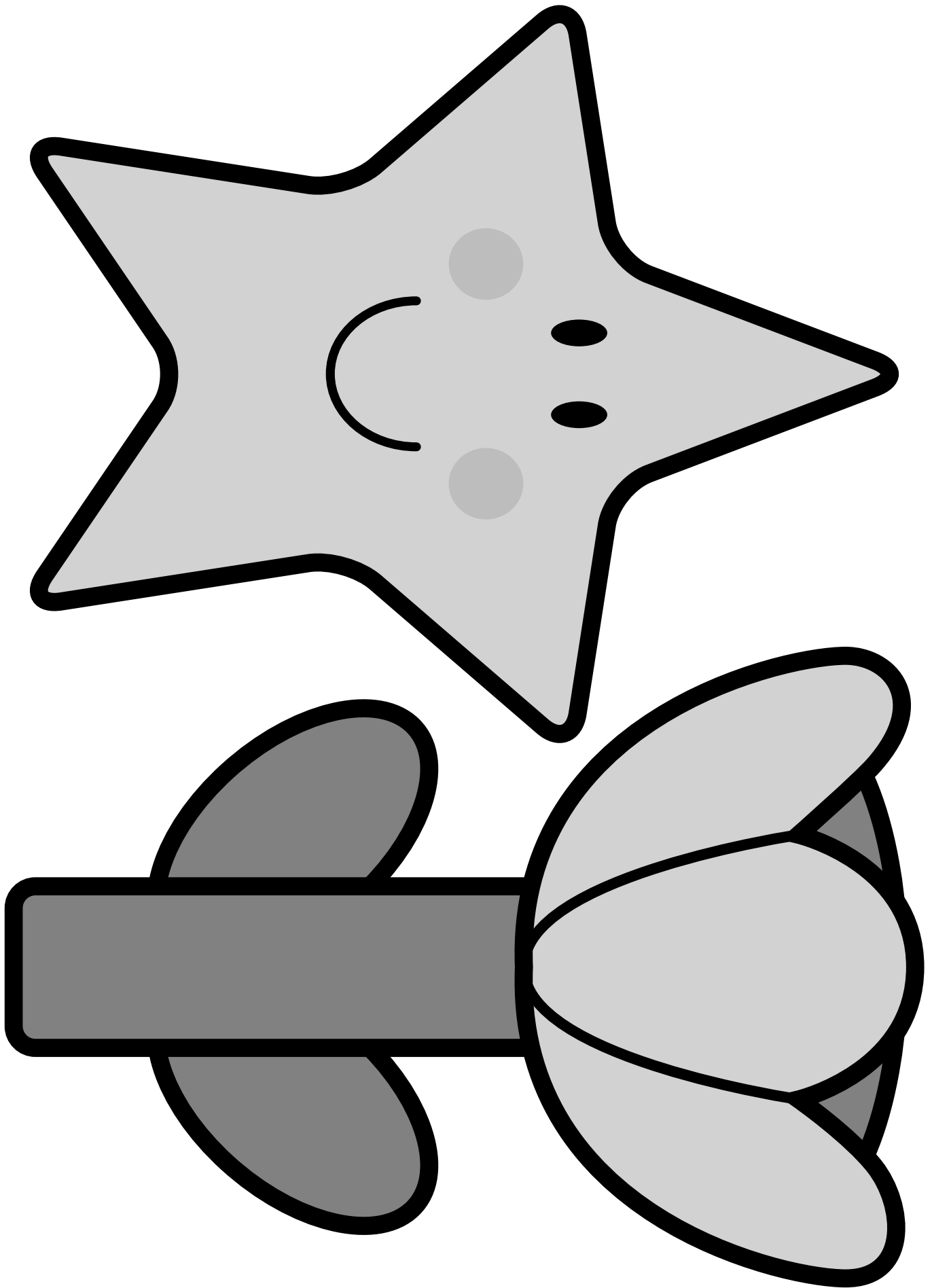
American Academy of Child and Adolescent Psychiatry (2001). *Facts for Families*©. *Normal Adolescent Development: Late High School Years and Beyond*. <http://www.aacap.org/>

Cox, N.S. (2006). *Human Growth and Development: A resource packet to assist school districts in program development, implementation, and assessment*, pp. 29–31

Gibbs, J. (2000). *TRIBES: A New Way of Learning and Being Together*. Sausalito, pp. 41–42 Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4–14*, 3rd Edition.

Lacing Cards







# Transitions

**What:** Webster defines transition as “The passage from one place, condition or action to another”(change) or “The time period or place of passages” (also it’s the product or result)

**Why:** Transitions are used to control movement of a group, and to give direction to that movement.

**When:** All day!!!!

**Where:** Everywhere!!!!

**How:** By creative adults.

## Ideas To Make Transitions Smoother

- Be prepared.
- Give time warnings in expectation of transitions.
- Only give a choice if there really is one.
- Use a variety of methods in your transitions.
- Watch and listen to your kids for new ideas.
- Take ideas from your activities (just prior to the transition) and incorporate them into the transition.
- Establish a routine so children can anticipate transitions.
- Use children’s names during transitions when possible.
- Change tone and/or volume of your voice.
- Transitions are not always QUIET—but they should have a purpose.

## Materials To Use During Transitions

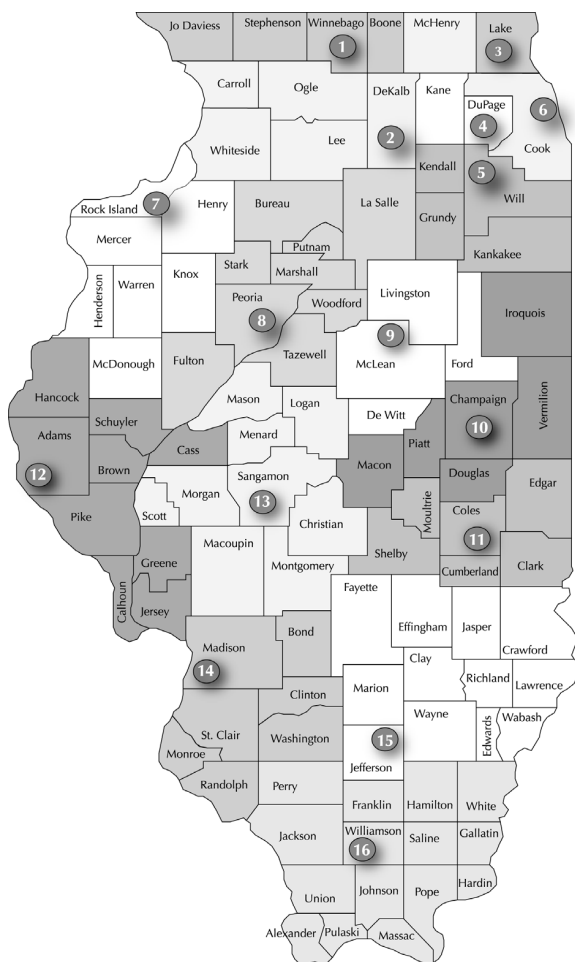
- Songs (build vocabulary and memory)
- Puppets (build imagination, memory and language)
- Stories (build imagination, memory and language)
- Finger plays
- Name cards
- Color sticks
- Shape cards
- Familiar tunes with silly words

## Ways To Promote A Variety Of Transitions

- Individual movement
- Partner movement
- Small group movement
- Peer leaders

*Used with permission from Parents as Teachers National Center, Inc.*

# Illinois Child Care Resource and Referral (CCR&R) Agencies Service Delivery Area (SDA)



## SDA 1

YWCA  
Child Care Solutions  
(Rockford)  
888-225-7072  
[www.ywca.org/Rockford](http://www.ywca.org/Rockford)

## SDA 2

4-C: Community Coordinated  
Child Care  
(DeKalb)  
800-848-8727  
&  
(McHenry)  
866-347-2277  
[www.four-c.org](http://www.four-c.org)

## SDA 3

YWCA Lake County CCR&R  
(Gurnee)  
877-675-7992  
[www.ywcalakecounty.org](http://www.ywcalakecounty.org)

## SDA 4

YWCA CCR&R  
(Addison)  
630-790-6600  
[www.ywcacicago.org](http://www.ywcacicago.org)

## SDA 5

Joliet CCR&R  
(Joliet)  
800-552-5526  
[www.childcarehelp.com](http://www.childcarehelp.com)

## SDA 6

Illinois Action for Children  
(Chicago)  
312-823-1100  
[www.actforchildren.org](http://www.actforchildren.org)

## SDA 7

Child Care Resource & Referral  
of Midwestern Illinois  
(Moline)  
866-370-4556  
[www.childcareillinois.org](http://www.childcareillinois.org)

## SDA 8

SAL Child Care Connection  
(Peoria)  
800-421-4371  
[www.salchildcareconnection.org](http://www.salchildcareconnection.org)

## SDA 9

CCR&R  
(Bloomington)  
800-437-8256  
[www.ccrn.com](http://www.ccrn.com)

## SDA 10

Child Care Resource Service  
University of Illinois  
(Urbana)  
800-325-5516  
[ccrs.illinois.edu](http://ccrs.illinois.edu)

## SDA 11

CCR&R  
Eastern Illinois University  
(Charleston)  
800-545-7439  
[www.eiu.edu/~ccrr/home/index.php](http://www.eiu.edu/~ccrr/home/index.php)

## SDA 12

West Central Child  
Care Connection  
(Quincy)  
800-782-7318  
[www.wccc.com](http://www.wccc.com)

## SDA 13

Community Connection Point  
(Springfield)  
800-676-2805  
[www.CCPoint.org](http://www.CCPoint.org)

## SDA 14

Children's Home + Aid  
(Granite City)  
800-467-9200  
[www.childrenshomeandaid.org](http://www.childrenshomeandaid.org)

## SDA 15

Project CHILD  
(Mt. Vernon)  
800-362-7257  
[www.rlc.edu/projectchild](http://www.rlc.edu/projectchild)

## SDA 16

CCR&R  
John Logan College  
(Carterville)  
800-548-5563  
[www.jalc.edu/ccrr](http://www.jalc.edu/ccrr)

Find your local CCR&R by identifying what county you reside in.

### Services your local CCR&R provides:

- Free and low cost trainings and professional development
- Grant opportunities for quality enhancements
- Professional development funds to cover expenses related to trainings and conferences
- Mental health consultants, infant toddler specialists and quality specialists to answer your questions
- National Accreditation support
- Free referrals of child care programs to families searching for child care.
- Financial assistance for families to help pay for child care.

*And more...*

## Helpful Websites: Module 8b

Brain Gym

<http://www.braingym.org/index>

FAQ: How Can Active Games Help Children Meet Math Benchmarks?\*

<http://illinoisearlylearning.org/faqs/math-games.htm>

FAQ: What Do I Need to Know about Physical Development in Young Children?\*

<http://illinoisearlylearning.org/faqs/physicaldev.htm>

Let's Move Child Care

<https://healthykidshealthyfuture.org>

Out and About with Preschoolers: Dancing on the Sidewalk\*

<http://illinoisearlylearning.org/tipsheets/outdoor-dance.htm>

Physical Fitness for Preschool-Age Children\*

<http://illinoisearlylearning.org/tipsheets/fitness-preschool.htm>

Physical Fitness for Toddlers\*

<http://illinoisearlylearning.org/tipsheets/fitness.htm>

(\*Spanish version available on link)

## General Links

Early Childhood News

[www.earlychildhoodnews.com](http://www.earlychildhoodnews.com)

ExceleRate Illinois homepage

[www.excelerateillinois.com](http://www.excelerateillinois.com)

Gateways i-Learning System - for online trainings

<http://courses.inccrra.org>

Gateways to Opportunity: Illinois Professional Development System

[www.ilgateways.com](http://www.ilgateways.com)

Head Start Early Childhood Learning & Knowledge Center (ECLKC)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc>

Illinois Department of Children and Family Services Child Care Licensing Standards

[www.illinois.gov/dcf/aboutus/notices/Documents/Rules\\_407.pdf](http://www.illinois.gov/dcf/aboutus/notices/Documents/Rules_407.pdf)

Illinois Early Learning Project

[www.illinoisearlylearning.org](http://www.illinoisearlylearning.org)

National Association for the Education of Young Children (NAEYC)

[www.naeyc.org](http://www.naeyc.org)

National Association for Family Child Care (NAFCC)

[www.nafcc.org](http://www.nafcc.org)

Statewide Training Calendar

[www.ilgateways.com/en/statewide-online-training-calendar](http://www.ilgateways.com/en/statewide-online-training-calendar)

# Notes