



Links to Child Development Guidelines

California Department of Public Health
Network for a Healthy California

Prekindergarten

Educator Newsletter Activity	Child Desired Results (CDR) from Desired Results for Children and Families: 3 Years through Prekindergarten, Child Development Division, CDE (2003)	Prekindergarten Learning & Development Guidelines CDE (2000)
Taste Testing	<p>CDR 1: Children are personally and socially competent. Indicator 3: Children demonstrate effective self-regulation of their behavior. 3.10: Follows rules when participating in routine activities. Indicator 5: Children show growing abilities in communication and language. 5.12: Follows two-step requests that are sequential but not necessarily related. 5.13: Engages in conversations that develop a thought or idea.</p> <p>CDR 2: Children are effective learners. Indicator 1: Children are interested in learning new things. 1.16: Observes and examines natural phenomena through senses. Indicator 3: Children show interest in real life mathematical concepts. 3.22: Uses size words, such as “many”, “big”, and “little” appropriately. 3.23: Understands that numbers represent quantity. 3.27: Describes how items are the same or different.</p> <p>CDR 4: Children are safe and healthy. Indicator 1: Children show an emerging awareness and practice of safe and healthy behavior. 1.50: Tries new food on own.</p>	
Cooking in the Classroom	<p>CDR 1: Children are personally and socially competent. Indicator 3: Children demonstrate effective self-regulation of their behavior. 3.10: Follows rules when participating in routine activities. Indicator 5: Children show growing abilities in communication and language. 5.12: Follows two-step requests that are sequential but not necessarily related.</p> <p>CDR 2: Children are effective learners. Indicator 3: Children show interest in real life mathematical concepts. 3.23: Understands that numbers represent quantity. 3.24: Uses measuring implements.</p> <p>CDR 3: Children show physical and motor competence. Indicator 1: Children demonstrate an increased proficiency in motor skills. 1.47: Manipulates two small objects at the same time. 1.48: Uses tools with increasing precision.</p> <p>CDR 4: Children are safe and healthy. Indicator 1: Children show an emerging awareness and practice of safe and healthy behavior. 1.50: Tries new food on own.</p>	<p>Addressing Cultural Diversity Guideline 2: Program materials reflect the characteristics, values, and practices of diverse cultural groups.</p> <p>Mathematics Learning and Development Guideline 1: The program develops and builds on children’s existing informal mathematical knowledge, recognizing that children enter preschool with different experiences in mathematics.</p> <p>Physical and Motor Development Guideline 1: The curriculum gives attention to all areas of motor skill development, including gross motor, fine motor, oral, and sensorimotor.</p>
Eat Your Colors Reasons to Eat... Nutrition Facts Label		<p>Addressing Cultural Diversity Guideline 2: Program materials reflect the characteristics, values and practices of diverse cultural groups.</p>
What’s in a Name?		<p>Addressing Cultural Diversity Guideline 2: Program materials reflect the characteristics, values, and practices of diverse cultural groups.</p> <p>Literacy Guideline 4: The program recognizes and includes the home language of English learners.</p>



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Growing/Agricultural Facts/ Home Grown Facts		Addressing Cultural Diversity Guideline 2: Program materials reflect the characteristics, values, and practices of diverse cultural groups.
Historical Timeline		Addressing Cultural Diversity Guideline 2: Program materials reflect the characteristics, values, and practices of diverse cultural groups.
Physical Activity Corner	CDR 3: Children show physical and motor competence. Indicator 1: Children demonstrate an increased proficiency in motor skills. 1.47: Manipulates two small objects at the same time. 1.48: Uses tools with increasing precision.	Physical and Motor Development Guideline 1: The curriculum gives attention to all areas of motor skill development, including gross motor, fine motor, oral motor and sensorimotor. Guideline 3: The program provides many opportunities for free play.
School Garden	CDR 2: Children are effective learners. Indicator 1: Children are interested in learning new things. 1.16: Observes and examines natural phenomena through senses. 1.17: Combines activities, materials, and equipment in new ways. Indicator 3: Children show interest in real-life mathematical concepts. 3.24: Uses measuring implements.	
Student Advocates		Curriculum Guideline 4: Each child is supported to develop a sense of self as a valued and responsible member of the group. Guideline 5: Children are guided and supported to form and maintain satisfying relationships with others.
Adventurous Activities		Mathematics Learning and Development Guideline 1: The program develops and builds on children's existing informal mathematical knowledge, recognizing that children enter preschool with different experiences in mathematics.
Literature Connections	CDR 2: Children are effective learners. Indicator 4: Children demonstrate emerging literary skills. 4.34: Engages in classroom discussions about books.	Literacy Guideline 1: Programs support learning and development in both language and literacy. Guideline 2: Program provides a language – rich and print rich environment to support children's language and literacy learning across curricular areas.
Family Newsletter	Child Desired Results (CDR) from Desired Results for Children and Families: 3 Years Through Prekindergarten, Child Development Division, CDE (2003)	Prekindergarten Learning & Development Guidelines CDE (2000)
		Involving Parents and Families Guideline 3: The program regularly provides parents with information about the activities in the program and about their children's learning and development. Guideline 5: The program supports and is an advocate for strong families.