Head Start
Classroom Observation
and
Project Construct Fidelity Tool

Site:_____ Classroom: _____

Teaching Team: _____

Date: _____ Start Time: _____ End Time: _____

Ages of Children:_____ Number of Children: _____

Number of Paid Staff: _____ Number of Volunteers: _____

Name of Observer: _____

NOTE TO USERS:

This observation instrument was designed for use in preschool classrooms implementing the Project Construct curriculum as they serve Mid-America Head Start children. The indicators on each page were drawn from the sources referenced below. Observers should write comments in the space provided to evidence whether indicators are met.

REFERENCES:

Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom assessment scoring system Pre-K.* Baltimore, MD: Paul H. Brookes Publishing Co.

Project Construct National Center. (2013). *Project Construct: The early childhood framework for curriculum and assessment, Third Edition.* USA: Author.

U. S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2016). *Head Start program performance standards and other regulations.* Washington, DC: Administration for Children and Families.

U. S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2015). *The Head Start early learning outcomes framework: Ages Birth to Five.* Washington, DC: Administration for Children and Families.

Table of Contents

ENVIRONMENT	Page 4
DAILY ROUTINE	Page 5
APPROACHES TO LEARNING: Self-Regulation / Behavior Guidance	Page 6
APPROACHES TO LEARNING: Initiative & Curiosity	Page 7
APPROACHES TO LEARNING: Creativity / Visual & Performing Arts	Page 8
SOCIAL & EMOTIONAL DEVELOPMENT: Relationships	Page 9
SOCIAL & EMOTIONAL DEVELOPMENT: Emotional Functioning / Sense of Identity & Belonging	Page 10
LANGUAGE & LITERACY: Language & Communication	Page 11
LANGUAGE & LITERACY: Literacy (Reading)	Page 12
LANGUAGE & LITERACY: Literacy (Writing)	Page 13
COGNITION: CLASS Domains	Page 14
COGNITION: Mathematics Development	Page 15
COGNITION: Scientific Reasoning	Page 16
PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT: Health / Safety / Nutrition	Page 17
PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT: Gross & Fine Motor	Pages 18
FOUR TYPES OF PLAY and PRESCHOOL PLAY EXPERIENCES OFFERED	Pages 19 & 20

ENVIRONMENT

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(a) Teaching and the learning environment. A center-based program must ensure teachers and other relevant staff provide…an organized learning environment that promotes healthy development of children's skill growth aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five,* including children with disabilities
• 1302.31(b) Materials and space for learning. A program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning.
Project Construct
• The classroom arrangement includes:
  ○ Adequate space for various learning activities
  ○ A carpeted area for the whole class to meet
  ○ Places for small groups to meet and work together
  ○ Places where children can be alone
  ○ Separation of noisy areas from quiet areas
  ○ Adequate space for active play
  ○ Places for displaying children's creation; and
  ○ Storage space for children's personal items.
• The classroom is arranged into learning centers such as construction, pretend play, art, writing, mathematics, woodworking, reading, science, music, cooking, and sand/water play, with other centers added in response to children's individual interests.
• The classroom is equipped with ample, varied and multipurpose materials.
• Materials include child-sized furniture such as tables and chairs, especially in the learning centers, which allows children to function independently
• Materials are stored on low, open shelves and are easily accessible to children. Materials are labeled.
• Authentic equipment and materials are included.
• Materials provide opportunities for children to extend their learning and reflect children's current interests.
• Materials reflect and affirm children's family experiences and cultural and linguistic backgrounds.	

DAILY ROUTINE

Indicators	Comments
Head Start Program Performance Standards • 1302.31(c) Learning Environments. A program must ensure teachers implement well organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences. For preschool age children, include teacher-directed and child-initiated activities, and opportunities for individual, small group, and large group learning activities. **CLASS Productivity Dimension** • Maximizing Learning Time: Provision of activities, Choice when finished, Few disruptions, Effective completion of managerial tasks, Pacing • Routines: Students know what to do, Clear instructions, Little wandering • Transitions: Brief, Explicit follow-through, Learning opportunities within • Preparation: Materials ready and accessible, Knows lessons **Project Construct** • The daily schedule is posted in clear view, using pictures, symbols, and words. • The daily schedule is predictable with flexible time-blocks. • The daily schedule offers a balance between child-initiated and teacher-initiated learning experiences; relatively free movement and more restricted, quieter movement activities; and individual, small-group, and large-group activities. • Components of the daily schedule include Opening/Group Meeting, Learning Centers/Choice Time, Literacy, Large Group, Meals and Snacks, Outdoor Play/Exercise, Closing/Group Meeting, • Children's developmental differences are considered, and the schedule is paced to accommodate their differing needs and abilities. • Most of the day is devoted to small-group active learning experiences. There are long blocks of time for children to explore and experiment. A minimal part of the day is devoted to large-group activities or direct instruction. • Teachers help children transition between learning experiences by: o Posting daily schedule with pictures, symbols, and words o Giving advance notice of transitions and using rituals to signal time for change o Minimizing the number of transitions; and o Explaining variations in schedule in advance.	

APPROACHES TO LEARNING:
Self-Regulation / Behavior Guidance

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions, and environments that promote behavioral development.
CLASS Behavior Management Dimension
• Clear Behavior Expectations: clear expectations, consistency, clarity of rules
• Proactive: anticipates problem behavior or escalation
• Redirection of Misbehavior: effective reduction of misbehavior, attention to the positive, uses subtle cues to redirect, efficient redirection
• Student Behavior: frequent compliance, little aggression and defiance
Project Construct
• Teachers involve children in making collaborative rules for the classroom by:
  ○ Allowing children to suggest and discuss rules
  ○ Making rules in response to classroom problems
  ○ Explaining that rules make the classroom a safe, happy place for everyone
  ○ Reminding children that rules can be changed
  ○ Explaining why everyone, including the teacher, has to follow the rules.
• When conflict occurs, teachers provide guidance as children become aware of others' feelings, find acceptable ways to express their own feelings, and develop strategies for resolving problems to the mutual satisfaction of the group. Teachers:
  ○ Establish procedures for dealing with conflict
  ○ Allow children to solve problems by themselves when possible
  ○ Designate a place for children to resolve their own conflicts
  ○ Model calmness through tone of voice and facial expressions
  ○ Accept responsibility for all children's physical safety; and
  ○ Help children repair relationships but do not force them to apologize.	

APPROACHES TO LEARNING: Initiative & Curiosity

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions, and environments that promote behavioral development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities.
CLASS Regard for Student Perspective Dimension
• Flexibility and Student Focus: shows flexibility, incorporates student's ideas, follows lead
• Support for Autonomy and Leadership: allows choice, allows students to lead lessons, gives students responsibilities
• Student Expression: encourages student talk, elicits ideas and/or perspectives
• Restriction of Movement: allows movement, is not rigid
Project Construct
• Teachers provide activities that offer children choices and opportunities to function as planners, decision makers, and creators.
• The learning environment encourages children to:
  o Express their curiosity about people and objects
  o Explore and construct new ideas and then act on them
  o Have faith in their abilities
  o Take initiative in applying new knowledge and skills; and
  o Reflect on their beliefs and actions in the process.
• Teachers support children by allowing them to:
  o Express ideas
  o Give suggestions: or
  o Direct their own play.	

APPROACHES TO LEARNING:
Creativity / Visual & Performing Arts

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in creative arts.
Project Construct
• During *Creating with Materials* experiences, teachers:
  ○ Establish an environment rich in the visual arts
  ○ Involve children in planning the experiences
  ○ Foster innovation by inviting new ideas and encouraging children to combine diverse materials in imaginative ways
  ○ Encourage children to talk about their plans, observations, and thinking as they create
  ○ Assist children in reflecting on and evaluating their process and choice of materials and determining possible changes in future work; and
  ○ Value and show appreciation for children's creations.
• Painting and drawing materials, sculpting and molding materials, textile-related materials, miscellaneous art supplies; building materials; and computer programs are made available
• During *Pretend Play* experiences, teachers:
  ○ Keeping adult direction to a minimum and allowing children to function as planners, decision-makers, and producers of pretend play
  ○ Providing both child- and teacher-selected materials
  ○ Providing experiences that induce reflection and imagination
  ○ Enriching or continuing children's play; and
  ○ Encouraging families to extend learning experiences at home.
• Fabric, costumes and accessories, realistic props (e.g., telephones, dishes, and stethoscopes), building materials, and clothing pieces and accessories from different cultures are made available.
• During *Music* experiences, teachers:
  ○ Integrating music into all areas of curriculum
  ○ Establishing a musically rich environment
  ○ Providing opportunities for children to experiment with music
  ○ Providing opportunities for children to express themselves through music; and
  ○ Introducing musical terminology (e.g., march, waltz, tempo, harmony, melody)
• Equipment for playing music, musical instruments, and musical recordings that encourage movement are made available.	

SOCIAL & EMOTIONAL DEVELOPMENT: Relationships

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions, and environments that promote social development.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in social development and social studies.
CLASS Positive Climate Dimension
• Relationships: physical proximity, shared activities, peer assistance, matched affect, social conversation
• Positive Affect: smiling, laughter, enthusiasm
• Positive Communication: verbal affection, physical affection, positive expectations
• Respect: eye contact, warm calm voice, respectful language, cooperation and/or sharing
Project Construct
• Teachers build classroom community by:
  ○ Facilitating daily opening/closing meetings and group times during which information is shared and decisions are made
  ○ Having classroom celebrations of special events
  ○ Sharing group tasks such as cleanup daily; and
  ○ Encouraging and valuing the sharing or experiences and ideas.
• During *Class Meetings and Discussions* experiences, teachers:
  ○ Look out for naturally occurring situations that generate discussion or posing questions that will interest children
  ○ Model the role of leader and problem-solver
  ○ Share with children the role of running the meeting and the responsibility for keeping rules
  ○ Value children's ideas and input.
• Teachers arrange activities in such a way that all children have many opportunities daily to interact with peers.
• Teachers establish classroom rituals (e.g., daily greetings, welcoming a new child, celebrating when a child returns to class after being sick).
• During *Group Games* experiences, teachers:
  ○ Encourage cooperation and autonomy among children by reducing adult authority as much as possible
  ○ Provide opportunities for children to play games in ways that are consistent with their thinking
  ○ Reduce competition in playing games.	

SOCIAL & EMOTIONAL DEVELOPMENT:
Emotional Functioning / Sense of Identity & Belonging

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote emotional development.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in emotional development and social studies.
CLASS Teacher Sensitivity Dimension
• Responsiveness: acknowledges emotions, provides comfort and assistance, provides individual support
• Awareness: anticipates problems and plans appropriately, notices lack of understanding and/or difficulties
• Addresses Problems: helps in an effective and timely manner, helps resolve problems
• Student Comfort: seeks support and guidance, freely participates, takes risks
Project Construct
• Teachers create environments of trust and respect for children by:
  ○ Listening attentively to children
  ○ Seeking children's opinions and acknowledging the value of their input
  ○ Facilitating and encouraging respectful conflict resolution
  ○ Supporting children's efforts with resources, materials, and suggestions
  ○ Questioning children to understand their thinking
  ○ Allowing children to make mistakes that do not compromise their health or safety; and
  ○ Talking with children to promote their understanding.
• Children are allowed to make choices based on their own interests and judgments.
• Children share classroom tasks daily.
• Rather than doing it themselves, teachers encourage children to share in the responsibility of distributing things (e.g., materials for table-setting).	

LANGUAGE & LITERACY:
Language & Communication

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote language development.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in language development.
CLASS Language Modeling Dimension
• Frequent Conversations: back-and-forth exchanges, contingent responding, peer conversations
• Open-Ended Questions: questions require more than a one-word response, students respond
• Repetition and Extension: repeats, extends/elaborates
• Self- and Parallel Talk: maps own actions with language, maps students action with language
• Advanced Language: variety of words, connected to familiar words and/or ideas
Project Construct
• Teachers provide an environment that encourages and supports communication and a degree of risk-taking.
• Children have numerous opportunities to express and share ideas.
• Children have numerous opportunities to hear and talk about stories.
• During *Class Meetings and Discussions* experiences, children participate actively in dialogue to share ideas, observations, and experiences.
• During *Group Games* experiences, teachers plan a variety of games and provide duplicates of popular games including hiding games, guessing games, and games with verbal commands.
• During other *Project Construct learning experiences*, teachers:
  ○ Encourage children to talk about their plans, observations, and thinking
  ○ Encourage children to reflect on their processes and possible changes they would like to try
  ○ Introduce, discuss, and use new vocabulary words and terminology related to the learning experiences
  ○ Ask open-ended questions
  ○ Listen carefully to children to find out what they know and how they are thinking; and
  ○ Encourage children to interact with each other to facilitate the exchange of ideas.	

LANGUAGE & LITERACY: Literacy (Reading)

Indicators	Comments
Head Start Program Performance Standards • 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote literacy development. • 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in literacy development. **Project Construct** • Teachers maintain a literacy-rich environment including books of different genres, magazines, and newspapers; different types of written texts such as charts, poems, songs, and letters; child-made books; book boxes; individual copies of texts; chart paper; and big books with and easel. • During *Independent Reading* experiences, teachers: o Become familiar with individual children' reading interests and abilities to help them select books o Stock the classroom library with plenty of books of different reading level, of different genres, and about a wide variety of subject matter o Encourage children to read and reread familiar texts to build fluency o Discuss with children the books they read, and ask them to explain/clarify their thinking about the different elements such as story, style, or illustrations o Encourage children to pay attention to how they read as well as to what they read; and o Use mini-lessons and conferring to instruct and guide children. • During *Read-Aloud* experiences, teachers: o Use books rich in meaning and language o Read the book before sharing it with the class o Read the story with feeling and expression o Encourage children to join in, especially on repetitive parts of the story o Encourage children's responses to illustrations, meaning and language; and o Encourage children to make connections with their own experiences and/or other texts. • During *Shared Reading* experiences, teachers: o Read the text with expression and feeling o Treat each child as a reader o Demonstrate the mechanics of reading (e.g., book-handling skills, comprehension or decoding strategies); and o Select favorite as well as new texts that appeal to children, are predictable with repetitive and rhythmic language, include large print with few words, and/or involve stories based on familiar themes.	

LANGUAGE & LITERACY: Literacy (Writing)

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote literacy development.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in literacy development.
Project Construct
• Teachers provide daily opportunities for writing and develop a safe classroom environment that encourages children to take risks and/or participate. They emphasize the quality of the interaction and children's level of involvement.
• Teachers establish a print-rich environment that will encourage children to experiment with writing on their own. Possible materials include printed materials such as word walls, alphabet charts, poem or song charts, and children's literature; reference materials; writing materials such as paper, pencils, markers, staples, chalkboards, whiteboards, and computers; large chart paper; Magna Doodles and slates; favorite books.
• During *Independent Writing* experiences, teachers:
  ○ Encourage and accept children's attempts to spell unfamiliar words and to draw pictures to represent ideas; and
  ○ Select topics and timing of mini lessons based on curriculum objectives, observations, assessments of written products, and conferences with children.
• During *Interactive Writing* experiences, teachers:
  ○ Invite all children to contribute to the writing in some way, such as by using symbols or drawing pictures; and
  ○ Propose and discuss a type of text with the children, then let them decide what to say, what words to use, and which details to include.
• During *Shared Writing* experiences, teachers:
  ○ Use student-generated words to create a variety of written texts such as invitations, thank you notes, lists, morning messages, song lyrics, classroom rules, or center instructions.
  ○ While writing, think aloud about what you are doing in order to demonstrate conventions of written language; and
  ○ Propose and discuss a type of text with the children, then let them decide what to say and what words to use.	

COGNITION / CLASS Domains

Indicators	Comments
Head Start Program Performance Standards • 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote critical thinking and problem-solving. **CLASS Instructional Learning Format Dimension** • Effective Facilitation: teacher involvement, effective questioning, expanding children's involvement • Variety of modalities and materials: range of auditory, visual, and movement opportunities, interesting and creative materials, hands-on opportunities • Clarity of Learning Objectives: advanced organizers, summaries, reorientation statements • Student Interest: active participation, listening, focused attention **CLASS Concept Development Dimension** • Analysis and Reasoning: why and/or how questions, problem solving, prediction/experimentation, classification/comparison, evaluation • Creating: brainstorming, planning, producing • Integration: connects concepts, integrates with previous knowledge • Connections to the real world: real-world applications, related to students' lives **CLASS Quality of Feedback Dimension** • Scaffolding: hints, assistance • Feedback Loops: back-and-forth exchanges, persistence by teacher, follow-up questions • Prompting Thought Processes: asks students to explain thinking, queries responses and actions • Providing Information: expansion, clarification, specific feedback • Encouragement and Affirmation: recognition, reinforcement, student persistence **Project Construct** • Teachers create learning experiences that are meaningful and interesting to young children. • Teachers integrate instruction within contexts that are meaningful to individual children. • Teachers facilitate curriculum goals through learning experiences that promote various areas of development.	

COGNITION: Mathematics Development

Indicators	Comments
Head Start Program Performance Standards ☐ 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote critical thinking and problem-solving. ☐ 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in mathematics. **Project Construct** ☐ Teachers take advantage of naturally occurring math opportunities in daily activities. • Teachers listen for children's reference to attributes, similarities, difference and numbers. They ask questions, comment, and introduce mathematical vocabulary to extend thinking. • Teachers avoid correcting children's errors, and instead encourage problem-solving among children. ☐ During *Distributing Things* experiences, teachers: ○ Encourage children to share in the responsibility of distributing things; and ○ Ask questions to help children think about numbers, compare sets, or make predictions. ☐ During *Environmental Math* experiences, teachers: ○ Provide ample materials, stored and labeled in ways that encourage counting, forming sets, sorting, matching, comparing attributes, ordering, patterning, and seriating. ○ Use graphic representations and routine activities to help children build their understanding of time; and ○ Supply the Book/Library Center with literature that contains mathematical concepts. ☐ During *Group Games* experiences, teachers: ○ Plan card games and board games with different number cubes or dice and spinners. ○ Ask questions during games to encourage mathematical thinking and problem-solving. ○ Observe where each child is and model the next mathematical step as a player in the game; and ○ Encourage children to think about and discuss other players' computations or moves. ☐ During *Working with Data* experiences, teachers: ○ Provide opportunities, materials, and sufficient time for children to collect, record, analyze, and discuss data with other children. ○ Encourage children to do their own record keeping and to organize data using their own methods; and ○ Ask questions to encourage children to pose and/or refine their own questions, to use different ways to organize data, and to reflect on their representations.	

COGNITION: Scientific Reasoning

Indicators	Comments
Head Start Program Performance Standards • 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote critical thinking and problem-solving. • 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in science. **Project Construct** • Provide materials such as pulleys, pendulum, hooks, ramps, magnifying glasses, pitchers, blocks, tubing, gears, sand and water tubs, hammers, screwdriver, pots, shovels, sand wheels, containers with holes, writing materials, organizing and classifying materials, and reference resources. • Provide junk objects that children can examine, take apart, and attempt to put back together. • Provide a variety of materials from the natural worlds and allow space for objects or organisms the children find (such as rocks, shells, plants). • Provide appropriate safety equipment and discuss and model safety procedures. • During *Exploration and Experimentation* experiences, teachers: o Listen carefully to children to find out what they know and how they are thinking. o Model a spirit of inquiry by asking aloud questions such as, "I wonder what will happen if I…" "I wonder why a rabbit has such long legs." "I wonder why that happened". o Ask open-ended questions that allow children to consider multiple possibilities and solve problems in their own ways. Encourage making predictions, acting on objects to produce a desired effect, explain, making comparisons, considering solutions or solving problems o Encourage children to interact with each other to facilitate the exchange of ideas. o Encourage children to reflect on what they do, what they discover, and how they produced or might produce a desired effect. o Introduce and use scientific terminology; and o Extend children's learning beyond the experience (family involvement, field trips, and expert visitors). • Provide technological equipment and experiences that promote communication, collaboration, creativity, and critical thinking.	

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT: Health / Safety / Nutrition

Indicators	Comments
Head Start Program Performance Standards • 1302.31(e) (1) A program must implement an intentional, age-appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap. • (2) A program must implement snack and meal times in ways that support development and learning. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food. • (3) A program must approach routines, such as hand washing, and transitions between activities, as opportunities for strengthening development, learning, and skill growth. • (4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health... A program must not use physical activity as reward or punishment. • 1302.43 Oral health practices. A program must promote effective oral health hygiene by ensuring all children with teeth are assistant by appropriate staff, or volunteers, if available, in brushing their teeth **Mid-America Head Start** • Follows "We're on the CASE" procedures. **Project Construct** • Adults introduce children to healthy lifestyles involving nutritious foods, proper medical care, adequate rest, and physical activity. • Children have opportunities to practice personal hygiene (e.g., handwashing, tooth-brushing). • Teachers guide the children to make safe choices. • During *Food Experiences*, teachers: o Ensure children's safety o Familiarize children with the whole process of food preparation from planting to doing dishes o Encourage children to discuss observations about nutrition, math, and/or science concepts o Promote literacy by using literature with food themes o Prepare recipe charts using drawings/symbols o Promote cultural awareness; and o Extend children's learning beyond the experience.	

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT: Gross & Fine Motor

Indicators	Comments
Head Start Program Performance Standards • 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in physical development. **Project Construct** • There are frequent opportunities for children to be physically active. • There are frequent opportunities for children to engage in physical activities with a social element, (e.g., group games or joyful rough and tumble play). • A wide variety of equipment, such as balance beams, bridges, ramps, swings, tunnels, tricycles, musical recordings, and child-made obstacle courses is made available. • A wide variety of manipulatives, such as balls, bean bags, puzzles, clay, scissors, beads and laces, writing implements, rings, and targets is made available. • During *Group Games* experiences, teachers plan a variety of games and provide duplicates of popular games including aiming games, racing games, chasing games. • During *Movement* experiences, teachers: o Recognize and support children's differing physical abilities, and providing materials and equipment to support individual interests and experiences o Provide time and space for children to engage in moderate to vigorous physical activities daily o Encourage and provide opportunities for locomotor activities, which may include galloping, skipping, dancing, sliding, swinging, and games such as Simon Says and relays o Encourage and provide opportunities for stability activities, which may include twisting, bending, and stretching; and o Encourage and provide opportunities for manipulative activities, which may involve fine-motor movements such as cutting, gluing, painting, stringing, and sewing, and/or gross-motor movements such as striking a target with a pendulum, playing balloon volleyball, bean bag, or ring toss; and bowling.	

FOUR TYPES OF PLAY

Type	Indicators	Comments
Sensory-Motor Play (Sometimes called Functional or Practice Play)	Children engage in sensory and motor exploration of toys, materials, spaces and people in order to learn about them. Sensory-Motor Play is more physical play like experimenting with the world through senses, manipulating objects, and crawling, rolling, running, and jumping.	
Constructive Play (Sometimes called Productive Play)	Children manipulate objects in order to create something. In Constructive Play, children play with toys and other objects and materials to accomplish a goal. Examples: • Using wooden blocks to build a tower, • Using playdough or clay to model an insect, or • Using art materials to represent a flower.	
Socio-Dramatic Play (Sometimes called Pretend, Dramatic or Symbolic Play)	Children pretend to be other than what they are and use actions, objects, or words to represent things or situations OR use small toys to play out themes. During Socio-Dramatic Play, children pretend, take on roles, and act out sequences of events. They can role play real characters and events such as mom and dad, store worker, dog and cat, or police officer. The play can also be fantasy themed—wizards, fairies, princesses, or superheroes. During Dramatic Play, children use small toy people, animals, vehicles, etc. to act out roles and sequences	
Games with Rules	In solitary or group play, children recognize and follow rules that conform to the expectations and goals of the game in order to sustain play. Games with Rules can be movement games, board games, card games, or social games. Types of games include aiming, racing, chasing, hiding, guessing, card, board, and games involving verbal commands.	

PRESCHOOL PLAY EXPERIENCES OFFERED

Experience	Examples	Comments
Teacher-Guided "Play-Like" Experiences **Teachers initiate**, plan, and facilitate experiences based on specific curriculum objectives. Some elements of play are present—e.g., joyful, engaged, interactive, hands-on materials provided.	• Teachers provide sets of objects (nature samples, lids, tools, shoes, manipulative toys) for children to explore with math goals in mind. • Teachers bury letters in sensory materials and invite children to go on a treasure hunt. Children and teachers talk about the letters as they find them. • Teachers guide puppet or flannel board literacy activities. • Teachers guide *Baby Doll Circle Time.* • Teachers guide a small group activity with a toy tooth and toothbrushes. • Teachers invite the children to kick balls high. • Teachers lead games such as *Simon Says,* or *I Spy.*	
Free Play Teachers provide blocks of time and set up inviting indoor and outdoor environments to encourage **child-initiated play.**	• Children explore sensory materials, toys, objects, and loose parts with all their senses. • Children engage in child-initiated sensory-motor play in the gym or on the playground. • Children use drawing, painting, modeling, and building materials in process-oriented constructive play. • Children direct their socio-dramatic play, choosing and negotiating their materials, roles, and play themes. • Children play games, creating and negotiating the rules as they go.	
Teacher-Supported Play After observing children at play, **teachers respond** to them and provide intentional and individualized support for play and learning.	• After children visit the mobile medical unit, teachers help children turn the dramatic play center into a doctor's office. • When they notice children's interest in caring for baby dolls, teachers put baby dolls, wash cloths, and soapy water in the sensory table. • After children respond with excitement to a book about trains, teachers add train toys and artifacts to the Blocks Area and talk to the children about trains as they play. • The teacher joins a child in building block towers, knocking them down, and rebuilding them safely. • Children and teachers play *Hide and Seek* or *Concentration* together. Children are encouraged to negotiate the rules. • When children display big feelings, the teachers place Feeling Buddies in the Safe Space. • Teachers invite children to document what they learn through art, modeling, or construction, such as the representation that occurs in project work.	