

I Like You! I Like You! [video]

About Empowering Preschool Quality (EPQ)

This collection was created to provide resources for early childhood professionals and the trainers providing professional development for them.

With the strong focus on early childhood education in recent years the EPQ Project is striving to meet the needs of teachers who are continually working to better serve young children. As the EPQ Project continues to grow, content will be added and revised as appropriate to meet the changing needs of teaching professionals and trainers.

As you explore this site, you will find a wealth of information including:

- [Video](#) examples of children and teachers in classroom settings that relate to specific
- Iowa Early Learning Standards ([IELS](#))
- Iowa Quality Preschool Program Standards ([IQPPS](#))
- National Association for the Education of Young Children ([NAEYC](#)) Standards and Accreditation Criteria
- A page for Trainers with resources to support their work

Although this work is based primarily on Iowa standards, the information contained in this web site is useful to early childhood professionals, consultants, or professional development providers outside of Iowa. The video examples illustrate high-quality preschool practices and will reflect the standards adopted by most states.

The EPQ Project was developed to help early childhood professionals and trainers achieve ever higher levels of excellence. You can help the EPQ Project achieve this by sharing your suggestions on how we can improve via our comment form.

NAEYC

Curriculum: Essential Characteristics

2.A.11— The schedule provides children...time for play, self-initiated learning, creative expression...and child-initiated activity.

As children arrive in the morning, they have several choices of activities. Paige uses the opportunity to write a note to her friend Ava. She draws a picture and learns how to spell the words she wants to use in the note to her friend.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.E.05— Children have multiple and varied opportunities to write: writing materials and activities are readily available... Various types of writing are supported including...developmental spelling.

Paige easily finds the materials she wants in the writing center to create a special note for her friend Ava. Ms. Nitchais-Reierson helps Paige spell the words she wants to use by encouraging her to identify the sounds she hears in the words. Even when this potentially results in an incorrect spelling, Ms. Nitchais-Reierson chooses to have Paige focus on the sounds she hears rather than correcting her.

Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

3.G.12— Ms. Nitchais-Reierson promotes Paige's engagement and learning by responding to her need for and interest in practicing emerging skills...

Ms. Nitchais-Reierson helps Paige to remain engaged until her writing and drawing is complete by giving her the support she needs to finish. This enables Paige to practice representing sounds in words.

IELS

8.2—Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

Paige persists in and completes...self-initiated...activities.

Paige decides to write a note to her friend Ava with pictures that she draws of the two of them together. She wants to write "I like you! I like you! I love you! I love you!" on the note, but doesn't know how to spell all of the words. Her teacher helps her spell the words and Paige persists in completing the note.

9.5—Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Paige shows that she values others within the classroom...

Paige wants to let her friend Ava know how she feels about her. She writes a note telling Ava "I like you!" and draws a picture of the two of them together.

12.1—Art

Children explore art through a variety of media.

Paige **uses...two-...dimensional media (drawing materials)...to create original work...and meaning.** She **relates artwork to what is happening in the environment, life, classroom, etc.**

Paige uses a pencil and paper to write a note and draw a picture for her friend Ava. Her creation is an expression of her friendship with Ava. The picture that Paige draws shows Ava standing with Paige and the two are holding hands. Paige writes the phrase "I like you!" on the picture.

IQPPS

Curriculum: Essential Characteristics

2.10— The schedule provides children...time for play, self-initiated learning, creative expression...and child-initiated activity.

As children arrive in the morning, they have several choices of activities. Paige uses the opportunity to write a note to her friend Ava. She draws a picture and learns how to spell the words she wants to use in the note to her friend.

Curriculum Content Areas for Cognitive Development: Early Literacy Development

2.21— Children have multiple and varied opportunities to write: writing materials and activities are readily available... Various types of writing are supported including...developmental spelling.

Paige easily finds the materials she wants in the writing center to create a special note for her friend Ava. Ms. Nitchais-Reierson helps Paige spell the words she wants to use by encouraging her to identify the sounds she hears in the words. Even when

this potentially results in an incorrect spelling, Ms. Nitchais-Reierson chooses to have Paige focus on the sounds she hears rather than correcting her.

Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

3.19— Ms. Nitchais-Reierson **promotes** Paige's **engagement and learning by responding to her need for and interest in practicing emerging skills...**

Ms. Nitchais-Reierson helps Paige to remain engaged until her writing and drawing is complete by giving her the support she needs to finish. This enables Paige to practice representing sounds in words.

HSPTS

1304.21(a)(4)(ii) – Paige is taking advantage of an **opportunity for creative self-expression through activities such as art...and dialogue.**

Paige uses a pencil and paper to write a note and draw a picture for her friend Ava. Her creation is an expression of her friendship with Ava. The picture that Paige draws shows Ava standing with Paige and the two are holding hands. Paige writes the phrase "I like you!" on the picture.

1304.21(a)(4)(iv) - Ms. Nitchais-Reierson **supports emerging literacy...development through materials and activities according to the developmental level of each child** by encouraging Paige to sound out the words she wants to write and write the letters that correspond to those sounds.

Paige easily finds the materials she wants in the writing center to create a special note for her friend Ava. Ms. Nitchais-Reierson helps Paige spell the words she wants to use by encouraging her to identify the sounds she hears in the words. Even when this potentially results in an incorrect spelling, Ms. Nitchais-Reierson chooses to have Paige focus on the sounds she hears rather than correcting her.

1304.21(c)(2) - Ms. Nitchais-Reierson uses **a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.**

Ms. Nitchais-Reierson observes Paige at work as she draws a picture for her friend and talks about the message she wants to share with Ava. Ms. Nitchais-Reierson helps Paige to remain engaged until her writing and drawing is complete by giving her the individual support she needs to finish. This enables Paige to practice representing sounds in words and provides the teacher with information about her student's phonemic awareness.

HSCOF

Language Development

Listening and Understanding

- Shows progress in understanding and following simple and multiple-step directions.

Speaking and Communicating

- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

Literacy

Phonological Awareness

- Shows increasing ability to discriminate and identify sounds in spoken language.
- Shows growing awareness of beginning and ending sounds of words.
- Shows growing ability to hear and discriminate separate syllables in words
- Associates sounds with written words, such as awareness that different words begin with the same sound.

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
- Recognizes a word as a unit of print, or awareness that letters are grouped to form words and that words are separated by spaces.

Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes.

- Begins to represent stories and experiences through pictures, dictation, and in play.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

Alphabet Knowledge

- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Identifies at least 10 letters of the alphabet, especially those in their own name.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Creative Arts

Art

- Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.

Social and Emotional Development

Self Concept

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Shows progress in developing friendships with peers

- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Demonstrates increasing ability to set goals and develop and follow through on plans.
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.