

## If You See a Snake [video]

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# 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

Areas of Development: Social-Emotional

**2.B.01- Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ava and her friend Paige talk with Ms. Nitchais-Reierson about experiences their friends and families have had when encountering snakes. By engaging in the conversation with

Ms. Nitchais-Reierson, Ava and Paige have the opportunity to practice conversation skills as well as learn from the stories they share.

Areas of Development: Language Development

**2.D.03- Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts and experiences; and describing things and events.**

Ava and Paige describe encounters with snakes and how the people reacted during those encounters. The girls share their thoughts with Ms. Nitchais-Reierson about those experiences.

## IELS

### 7.1-Healthy and Safe Living

Children understand healthy and safe living practices.

**Ava demonstrates safe behaviors regarding environment...**

Ms. Nitchais-Reierson tells some children about a time when she saw a snake in a park and ran away from it. Ava tells Ms. Nitchais-Reierson that she should have stood still so she didn't scare the snake while it was moving away from her because it might want to bite her.

### 9.3-Relationships with Caregivers

Children relate positively to caregivers who work with them.

**Ava interacts comfortably with...familiar caregivers.**

Ava has no reservations about telling Ms. Nitchais-Reierson that she should stand still when she sees a snake. Ava feels free to share her ideas with Ms. Nitchais-Reierson in a very candid way.

### 10.1-Language Understanding and Use

Children understand and use communication and language for a variety of purposes.

**Ava...listens, and responds appropriately in conversations with peers and caregivers.**

When Ms. Nitchais-Reierson relates a story about seeing a snake in a park, Ava waits until she is finished with her thought to share her own ideas. She suggests a different way Ms. Nitchais-Reierson could have handled the situation. When another girl tells a similar story, Ava listens to what her friend has to say.

## IQPPS

Areas of Development: Social-Emotional

**2.12- Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

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Areas of Development: Language Development

**2.15- Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts and experiences; and describing things and events.**

Ava and Paige describe encounters with snakes and how the people reacted during those encounters. The girls share their thoughts with Ms. Nitchais-Reierson about those experiences.

## HSPPS

**1304.21(a)(4)(ii) - The children are provided opportunities for creative self-expression through activities such as...dialogue.**

Ava and Paige describe encounters with snakes and how the people reacted during those encounters. The girls share their thoughts with Ms. Nitchais-Reierson about those experiences. Ava even gives Ms. Nitchais-Reierson direction about what she should do if she sees a snake again.

1304.21(a)(4)(iii) - Ms. Nitchais-Reierson **promotes interaction and language use among children and between children and adults** by visiting with the children during center time.

Ava and her friend Paige talk with Ms. Nitchais-Reierson about experiences their friends and families have had when encountering snakes. By engaging in the conversation with Ms. Nitchais-Reierson, Ava and Paige have the opportunity to practice conversation skills as well as learn from the stories they share.

## HSCOF

### Language Development

#### Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Understands an increasingly complex and varied vocabulary.

#### Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.

### Science

#### Scientific Knowledge

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.

### Social and Emotional Development

## **Social Relationships**

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

## **Physical Health and Development**

### **Health Status and Practices**

- Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.