

They Are the Same [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.10— The curriculum guides...Ms. Nitchais-Reierson...to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...mathematics...

Ms. Nitchais-Reierson chooses an activity for her class designed to enhance their cognitive development. She gives them a white square piece of paper and eight brightly

colored rectangles. She challenges the children to use all eight pieces of paper to cover the square completely without any of the papers overlapping.

Areas of Development: Social-Emotional

2.B.01— A boy in Ms. Nitchais-Reierson's class has **opportunities to engage throughout the day with teaching staff who are attentive and responsive to him, and facilitate his social competence...**

When a boy wants to share a discovery with Ms. Nitchais-Reierson, she listens to his words and helps him clarify his meaning. This responsive facilitation of two-way communication increases this boy's social competence by giving him practical conversational experience.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.F.02— A boy in Ms. Nitchais-Reierson's class has opportunities to **build understanding of numbers...and their relationship to object quantities...**

A boy wants to tell Ms. Nitchais-Reierson about a discovery he made during an activity. He hands her the square that he covered with eight rectangles, points to two different parts of the square and says, "both of them are the same number." When she asks for clarification, he puts a finger on each vertical rectangle and counts them, then puts a finger on each horizontal rectangle and counts them.

IELS

9.3-Relationships with Caregivers

Children relate positively to caregivers who work with them.

A boy **interacts comfortably with...and...shows trust in familiar caregivers.**

A boy in Ms. Nitchais-Reierson's class approaches her when he has completed an activity because he wants to share a discovery with her. He has found that he used the same number of horizontal and vertical rectangles in the activity and is proud to share that discovery with his teacher.

10.1-Language Understanding and Use

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

A boy in Ms. Nitchais-Reierson's class shows an **increase in listening and speaking vocabulary...and...initiates, listens, and responds appropriately in conversations.**

When a boy explains that he used the same number of horizontal and vertical rectangles during an activity, Ms. Nitchais-Reierson helps him clarify by saying, "Oh, the number of vertical and horizontal are the same." He then confirms that she understands him.

11.1-Comparison and Number

Children understand amount, including use of numbers and counting.

A boy **counts objects, matching numbers one-to-one with objects.**

As a boy explains to Ms. Nitchais-Reierson that he used equal numbers of horizontal and vertical rectangles during an activity, he puts his finger on each rectangle as he counts them.

IQPPS

Curriculum: Essential Characteristics

2.9- **The curriculum guides...Ms. Nitchais-Reierson...to incorporate content, concepts, and activities that foster...cognitive development and that integrate key areas of content including...mathematics...**

Ms. Nitchais-Reierson chooses an activity for her class designed to enhance their cognitive development. She gives them a white square piece of paper and eight brightly colored rectangles. She challenges the children to use all eight pieces of paper to cover the square completely without any of the papers overlapping.

Areas of Development: Social-Emotional

2.12- A boy in Ms. Nitchais-Reierson's class has **opportunities to engage throughout the day with teaching staff who are attentive and responsive to him, and facilitate his social competence...**

When a boy wants to share a discovery with Ms. Nitchais-Reierson, she listens to his words and helps him clarify his meaning. This responsive facilitation of two-way communication increases this boy's social competence by giving him practical conversational experience.

Curriculum Content Areas for Cognitive Development: Early Mathematics

2.23- A boy in Ms. Nitchais-Reierson's class has opportunities to **build understanding of numbers...and their relationship to object quantities...**

A boy wants to tell Ms. Nitchais-Reierson about a discovery he made during an activity. He hands her the square that he covered with eight rectangles, points to two different parts of the square and says, "both of them are the same number." When she asks for clarification, he puts a finger on each vertical rectangle and counts them, then puts a finger on each horizontal rectangle and counts them.

HSPS

1304.21(a)(4)(iv) – The activity that Ms. Nitchais-Reierson has provided **supports emerging...numeracy development through materials and activities according to the developmental level of each child.**

A boy wants to tell Ms. Nitchais-Reierson about a discovery he made during an activity. He hands her the square that he covered with eight rectangles, points to two different parts of the square and says, "both of them are the same number." When she asks for clarification, he puts a finger on each vertical rectangle and counts them, then puts a finger on each horizontal rectangle and counts them.

1304.21(c)(1)(vi) - Ms. Nitchais-Reierson's **provides** her students **with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.**

A boy in Ms. Nitchais-Reierson's class approaches her when he has completed an activity because he wants to share a discovery with her. He has found that he used the same number of horizontal and vertical rectangles in the activity and is proud to share that discovery with his teacher.

HSCOF

Language Development

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.

Mathematics

Number and Operations

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.
- Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to make use of one to one correspondences in counting objects and matching groups of objects.
- Develops increased abilities to combine, separate and name “how many” concrete objects

Geometry and Spatial Sense

- Progresses in ability to put together and take apart shapes.

Social and Emotional Development

Social Relationships

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

Approaches to Learning

Initiative and Curiosity

- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Engagement and Persistence

- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.