

# Cognition

Early learning experiences will support children to develop effective approaches to learning.

## 1 Curiosity and Initiative

- 1 Use senses to explore immediate environment [C.6.1](#)
- 2 Seek familiar people and/or objects that are not there [C.12.1](#)
- 3 Use senses to actively investigate and explore the effects of new actions on objects [C.18.1](#)
- 4 Explore objects, activities and environments [C.24.1](#)
- 5 Ask questions and seek answers from a variety of sources [C.36.1](#)
- 6 Explore and investigate a variety of experiences and topics using different materials [C.48.1](#)
- 7 Investigate ways to make something happen [C.60.1](#)

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## 2 Engagement with Environment, People and Objects

- 1 Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment [C.6.2](#)
- 2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults [C.12.2](#)
- 3 Focus attention on interesting sights or sounds, often in shared experiences with adults [C.18.2](#)
- 4 Engage in interactions and self-selected activities for increasing lengths of time [C.24.2](#)
- 5 Maintain interest in self-selected activities and may seek to engage others or ask questions [C.36.2](#)
- 6 Maintain interest in exploring specific topics over time [C.48.2](#)
- 7 Express interest in learning about a specific topic over time [C.60.2](#)
- 8 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer [C.60.3](#)

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### 3 Eagerness to Learn

- 1 Laugh, babble, increase movement, and engage in repetition of a learning activity [C.6.3](#)
- 2 Seek out new materials and experiences [C.12.3](#)
- 3 Explore new ways to use objects and observe results [C.18.3](#)
- 4 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations [C.24.3](#)
- 5 Demonstrate enthusiasm for new learning (may be within familiar contexts) [C.36.3](#)
- 6 Seek out new challenges and novel experiences [C.48.3](#)
- 7 Show pride in accomplishment when reaching mastery of a skill and share experiences with others [C.60.4](#)

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### 4 Cooperation with Peers in Learning Experiences

- 1 Engage in and complete learning activities with peers [C.48.4](#)
- 2 Help and cooperate in group [C.48.5](#)
- 3 Plan and complete learning activity with a peer [C.60.5](#)
- 4 Model or teach peers how to use materials or complete a task [C.60.6](#)

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**Early learning experiences will support children to use logic and reasoning.**

### 1 Cause and Effect

- 1 Show interest in the results of their actions and “accidental” discoveries [C.6.4](#)
- 2 Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a sound) [C.12.4](#)
- 3 Learn by observing or listening to others and repeating their actions or verbalizations [C.18.4](#)
- 4 Repeat actions over and over and notice results [C.24.4](#)
- 5 Vary actions to observe different results (e.g., hit lever harder to see if result changes) [C.36.4](#)
- 6 Manipulate materials and communicate about the impact of own actions [C.48.4](#)
- 7 Try multiple uses of same materials and observe differing results [C.60.4](#)

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## 2 Attributes, Sorting and Patterns

- 1 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects) **C.6.5**
- 2 Respond to new or novel objects with interest, recognizing differences **C.12.5**
- 3 Match objects that are the same (simple categorizing) **C.18.5**
- 4 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest) **C.24.5**
- 5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size) **C.36.5**
- 6 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound) **C.48.7**
- 7 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language **C.48.8**
- 8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less) **C.60.8**
- 9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...) **C.60.9**
- 10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...") **C.60.10**

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### 3 Problem Solving

- 1 Sometimes will show they can solve problems by reaching for desired toys or blanket [C.6.6](#)
- 2 Use a variety of actions to obtain desired objects [C.12.6](#)
- 3 Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”) [C.12.7](#)
- 4 Purposefully experiment with the effects of new actions upon objects [C.18.6](#)
- 5 Utilize shapes and sorting boxes. May use trial and error to fit objects together [C.18.7](#)
- 6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck) [C.24.6](#)
- 7 Take things apart and try to put them back together [C.24.7](#)
- 8 Use objects in new and unexpected ways to solve problems through trial and error [C.36.6](#)
- 9 Use spatial relationships to solve problems (e.g., fit pieces into puzzle) [C.36.7](#)
- 10 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful [C.48.9](#)
- 11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas) [C.60.11](#)

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#### 4 Symbolic Representation

- 1 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog) [C.18.8](#)
- 2 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call) [C.18.9](#)
- 3 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll) [C.24.8](#)
- 4 Act out familiar functions in play (e.g., sweeping floor, pouring milk) [C.24.9](#)
- 5 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon) [C.36.8](#)
- 6 Act out relational roles in play (e.g., mom or dad with baby) [C.36.9](#)
- 7 Use or make a prop to represent an object (e.g., build a telephone) [C.48.10](#)
- 8 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter) [C.48.11](#)
- 9 Represent people, places or things through simple drawings, movements and three-dimensional construction [C.48.12](#)
- 10 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand) [C.60.12](#)
- 11 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality [C.60.13](#)
- 12 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure) [C.60.14](#)

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**Early learning experiences will support children to strengthen executive function.**

#### 1 Choosing and Planning

- 1 Indicate preferences nonverbally [C.12.8](#)
- 2 Indicate preferences by pointing and using one or two words [C.18.10](#)
- 3 Indicate preferences using simple language [C.24.10](#)
- 4 Make choices based on preferences [C.36.10](#)
- 5 With adult assistance, choose activities and plan what to do [C.48.10](#)
- 6 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan [C.60.10](#)

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## 2 Task Persistence

- 1 Repeat actions to obtain similar results [C.6.7](#)
- 2 Practice an activity many times until successful [C.12.9](#)
- 3 Complete simple activities [C.18.11](#)
- 4 Complete simple activities despite frustration [C.24.11](#)
- 5 Complete selfselected short-term activities many times to gain mastery [C.36.11](#)
- 6 Continue working through moderately difficult activities, despite some frustration [C.48.11](#)
- 7 Complete longer term and more complex tasks with a focus on the goal, despite frustration [C.60.11](#)

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## 3 Cognitive Flexibility

- 1 Use objects in new and unexpected ways [C.18.12](#)
- 2 Purposefully try multiple ways of using the same objects [C.24.12](#)
- 3 Realize when something is not working and with adult assistance can try another approach [C.36.12](#)
- 4 With adult assistance, stop and consider alternatives when encountering a problem [C.48.15](#)
- 5 Generate or seek out multiple solutions to a problem [C.60.17](#)

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## 4 Working Memory

- 1 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage) [C.24.13](#)
- 2 Remember where recently used objects were placed [C.36.13](#)
- 3 Engage in games that involve remembering (e.g., memory) [C.48.16](#)
- 4 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”) [LR.60.18](#)

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## 5 Regulation of Attention and Impulses

- 1 Engage in interactions and self-selected activities for increasing length of time [C.24.14](#)
- 2 Maintain focus on high-interest activities in the face of routine distractions [C.36.14](#)
- 3 With adult support, resist impulses in structured settings for brief, but increasing periods of time [C.36.15](#)
- 4 Maintain focus on high-interest activities in the face of minor social or sensory distractions [C.48.17](#)
- 5 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting) [C.48.18](#)
- 6 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer [C.60.19](#)
- 7 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool) [C.60.20](#)