

Competency Statement II

To advance the physical and intellectual competence.

Functional Area 4: Physical

In my program, I provide opportunities for children to develop both small-and large-motor skills, and I model enjoyment and active participation in physical activity. **Examples of what you do in the classroom with the children.**

Functional Area 5: Cognitive

I make available materials and activities that enable children to explore, problem solve, ask questions, and follow their interests. **Examples of what you do in the classroom with the children.**

Functional Area 6: Communication

I encourage children to communicate with each other, with me, and with other adults in my program, as well as support their emerging literacy by offering chubby crayons and large sheets of plain paper. **Examples of what you do in the classroom with the children.**

Functional Area 7: Creative

I give children opportunities to express their creativity. They experience more process art than assembling products. **Examples of what you do in the classroom with the children.**

Please see your Competency Book for CS II Questions, a, b, c and d.

CS II a Learning Experiences (from RC II)

Pick one of the nine learning experiences you chose for your Resource Collection II. How does this experience reflect your personal philosophy of how you support young children's **physical development**? Please include the name of the activity and discuss the activity in detail.

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CS II a

My RC II-4 Fine Motor activity “Grab It” reflects on my philosophy of how to support children’s physical development because it challenges mobile infants to use their hands to reach for the small blocks. When the block is moved from area to area the children must use the palm of their hands to touch and get the block. If you who have not mastered the art of using their fine motor ability this is a starting point.

CS II b Learning Experiences (from RC II)

Pick another one of the nine learning experiences you chose for your Resource Collection II. How does this experience reflect your personal philosophy of how you support young children’s **cognitive development**? Please include the name of the activity and discuss the activity in detail.

CS II b

In this activity, Toddlers had to use their cognitive skills to understand the strategies and procedures for their activity. In RC II-9 Mathematics, I promote mathematical, cognitive, sensory motor, and creative experiences through a game “Math Moving Game”. This activity really gets the toddlers involved with number concepts, recognition, and encourages them to use the object in different ways (cognition). In my philosophy I believe that cognitive skills in Toddlers are needed more because their minds are being stimulated with thoughts, questions, and problem solving about the world around them.

CS II c Learning Experiences (from RC II)

Pick a third learning experience you chose for your Resource Collection II. How does this experience reflect your personal philosophy of how you support young children’s **creative development**? Please include the name of the activity and discuss the activity in detail.

CS II c

In my RC II-3 Creative Art subject where my activity is “Learning to Paint with Water.” This activity is for Toddlers because it teaches them how their creations with water can appear and disappear leaving them curious about making more creative art. This experience reflects on my philosophy by supporting toddler’s creative development because it enhancing their need for art and expressions through the arts. At this age children love to use their imagination and exploration to enhance the world around them.

CS II d Communication and Language Development

Describe ways to promote the **communication and language development** among all children, including **dual language learners**. Please discuss **communication and dual language learners**, see your **Essentials Text Book page 291** and **Competency Book page 109**.

CS II d

The ways I promote communication/language development among young infants, mobiles, and toddlers including dual language learnings is by reading books in dual languages, responding to their verbal and nonverbal language, and interacting. In my philosophy for young children I know that children develop language acquisition and writing through different experiences and activities. During the infant/toddler stage is the best opportunity to enhance children's talking, listening, and need to express their own ideas successfully. Dual language learners need more support than other children at this time. **Also, you can add the home language, as well as the English language in the classroom.**