

## P-MELDS

### Domain: Approaches to Learning

*This document can be used for planning within this Domain. You can type directly into the “My Planning” boxes.*

Goal Topic	Element	Code	Indicators- 34-48 Months	My Planning	Indicators- 46-60 Months	My Planning
Mindset	Engagement	3a	Eagerly chooses to be involved in a variety of tasks and activities.		Participates with pleasure, enthusiasm and dedication in self chosen activities.	
			Has capacity to maintain involvement and concentration for a meaningful period of time.		Consistently remains engaged in self-directed play even with distractions, can maintain focus and return to an activity after a break.	
			Engages in a variety of activities through a play period.		Purposefully chooses, engages and persists in play, experiences and projects.	
Mindset	Persistence	3b	During times of distraction, maintains concentration with increased focus.		Works through challenges with increasing independence while engaged in self-selected activities.	
			Can increasingly work through challenges and frustrations in play with adult support.		Demonstrates resilience and coping skills when faced with reasonable challenges, using an increased ability to regulate frustration over time.	



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Mindset	Initiative	3c	Sees simple tasks through to completion.		Chooses to leave a project and return to it later for follow through or elaboration.	
			Begins to set goals, develop plans, and complete tasks.		Chooses to repeat experiences to build competence and explore, change and extend ideas.	
					Keeps trying and flexibly adapts strategies when encountering difficulties.	
			Shows interest in how and why others do things.		Asks to join in play already in progress.	
			Assists adults with daily tasks.		Tells the difference between appropriate and inappropriate risk-taking.	
			Expresses interest in a widening range of topics and ideas.		Offers to help adults or peers with daily tasks.	
					Independently seeks, accepts or offers help or information for further understanding.	
			Demonstrates ability to make independent choices.		Can identify and seek materials, strategies and tools they need to complete activities and tasks.	
					Invents projects and works on them with little assistance.	
					Sets goals, develops plans, and follows through with	

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					self directed projects with increasing independence and/or collaboration.	
			Begins to discover and investigate ideas, task, experiences that interest and amaze them.		Discovers and investigates ideas, tasks, experiences that interest and amaze them.	
			Uses senses to gather information and understanding about materials and ideas.		Carries out investigations using familiar and new strategies, tools, or sources of information.	
			Asks questions “What would happen if...”		Approaches tasks and activities with increasing flexibility, complexity, imagination and inventiveness.	
Mindset	Curiosity	3d	Tries new ways to accomplish tasks.		Chooses to take opportunities to explore a variety of materials and experiences, seeking out new challenges.	
			Describes what was learned from an activity.		Thinks about multiple options, choices and decides if they are useful and if not, tries another.	
			Explores a variety of materials and experiences.		Applies prior experiences, senses, and knowledge to new learning situations.	
Executive Function	Reflection	4a	Notifies changes and accomplishments from experimentation and trial and error.		Discovers and finds patterns and relationships.	



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			Increasingly applies learning from prior experiences and understanding to new learning situations.		Draws on information to be able to review and anticipate to make if-then connections and contemplate what if situations that have not actually occurred.	
			Makes predictions about what will happen next.		Discusses or documents important aspects of an experience and identifies what was learned.	
			Explains part or all of the problem and the exploration to adults or peers.			
Executive Function	Problem Solving	4b	Recognizes when something might be a problem or challenge.		Predicts when something might be a problem or challenge.	
			With prompting and support begins to attempt to solve a problem.		Recognizes that problems exist and learns how to resolve simple conflicts independently or collaboratively.	
			Begins to use appropriate communication or action when conflicts arise.		Maintains communication and problem-solving skills when finding a solution to conflicts.	
Executive Function	Flexibility	4c	Generates and shares ideas during social interactions and dramatic play.		Independently alters approach to tasks or problem when initial approach does not work.	
			Accepts more than one solution to a question, task, or problem.		Considers, predicts and implements different	

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Creativity, Invention, and Imagination	Visual Arts	5a			approaches to carrying out a task.	
			Seeks guidance from adults and/or accepts suggestions to try different approaches and solutions to tasks, problems and interactions with peers.		Demonstrates innovative thinking.	
			Can adjust emotions and behavior to changes.		Is able to manage a change in rules or accepts the ideas of peers during play.	
			Uses self-selected materials to engage in art experiences.		Shows interest or participates in different art media and materials in a variety of ways for creative expression and representation.	
			Shares art materials and space. Begins to work collaboratively with peers on artworks.		Shows increasing engagement in art materials to express ideas and interests.	
			Uses color, lines and shapes to represent and express ideas.		Works cooperatively to create drawings, paintings, sculptures, and other art projects.	
			Uses and explores art materials to stimulate the senses. Uses sensory information to create works of art.		Progresses in abilities to create with a variety of media that reflect more detail, uniqueness, and/or realism.	
			Explores a variety of art elements and materials to		Explores and utilizes art materials appropriately.	



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Creativity, Invention, and Imagination	Movement and dance	5b	represent creative thought, life experiences and real things in the environment.			
			With support talks about creative process.		Describes the process and style of personal artwork.	
			Begins to identify artwork to be shared with others.		Selects pieces for display.	
			With support begins to make comments or share observations of the art expression of others.		Listens, comments and shows appreciation for the art expression of others.	
			Explores multicultural art styles and materials.		Explores diverse art forms, elements and styles for representing ideas, creative thought and to support learning in other learning domains.	
					Observes, discusses and may utilize multicultural art styles and materials.	
			Participates in a variety of rhythmic and creative movement experiences.		Moves in response to different styles of music.	
			Develops increasing body control, body awareness during creative movement.		Uses creative movement that expresses an idea or feeling.	
			Begins to connect body movements to music, song or creative ideas.		Combines creative movement with sound, song/chants and/ or instruments to express ideas or retell a story.	

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Creativity, Invention, and Imagination	Music	5c	Begins to participate in group movement/dance.		Engages in and collaborates during group creative movement/dance	
			Claps hands to keep the beat to a song.		Uses body percussion to demonstrate beat and tempo.	
			Participates in slow and fast tempo as well as low and high sounds.		Shows increasing ability to recognize tempo changes and different styles of music.	
			Participates with simple songs that have a rhythm and pattern.		Increasing ability to adapt to pitch and sounds.	
			Imitates sounds that demonstrate musical awareness.		Sings songs with varied lyrics and patterns.	
					Improvises with sound effects.	
			Experiments with a variety of musical instruments.		Uses musical instruments to imitate and improvise songs, melodies, and patterns.	
Creativity, Invention, and Imagination	Dramatic Play and Expression	5d	Begins to use inanimate objects to represent real life objects (e.g. uses banana as a phone).		Explores music and instruments from other cultures.	
					Uses inanimate objects for other than their intended purpose to create representations of real-life objects or activities.	



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			Begins to role play real life experiences (e.g., pretend to listen to your heart).		Represents fantasy and real-life experiences through pretend play and may use props.	
			Mimics movements, sounds, and expressions of real-life experiences.		Uses pretend play to represent known or anticipated situations.	
					Creates characters through physical movement, gesture, sound, speech and facial expressions.	
			Imitates repeated verses in stories.		With prompting and support, children assume the roles of characters, using props and language to tell or retell a story.	