

Key Developmental Indicator (KDI) Scaffolding Charts



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These charts provide practical examples to help adults scaffold early learning as they implement the HighScope Preschool Curriculum. The 58 charts in this set, one for each key developmental indicator (KDI), are organized by content area. Each chart contains examples of what young children at three developmental levels might do and say as they engage with each KDI. There are also corresponding examples of how adults can support and gently extend learning.

Description: Children use the fine-motor movements (e.g., molding, squeezing, poking, smoothing, positioning, writing, cutting) needed to manipulate materials and tools. They have hand-eye coordination (e.g., stacking blocks, assembling puzzles, stringing beads, pouring juice, pounding nails).

Scaffolding Ideas

Always support children at their current level and occasionally offer a gentle extension.

Earlier

Children may

- Use their small muscles with some control to manipulate objects (e.g., tear paper, poke and squeeze play dough).
- Do activities that require simple hand-eye coordination (e.g., put large pegs in a pegboard, stack wooden blocks, put on a hat).

To support children's current level, adults can

- Provide materials that exercise children's small muscles (e.g., play dough, blocks in different sizes, sponges, squeeze bottles).
- Imitate children's actions (e.g., put big pegs in the pegboard; put a hat on your head).

To offer a gentle extension, adults can

- Label what children do with their small muscles (e.g., "You're squeezing the play dough").
- Call children's attention to what others are doing with the same materials (e.g., "Tommy put some pegs in the pegboard. He also stacked some pegs on top of each other").

Middle

Children may

- Use their small muscles with moderate control (e.g., cut with scissors, make lines and shapes with crayons).
- Do activities that require moderate hand-eye coordination (e.g., string large beads, stack Duplo blocks, pour juice).

To support children's current level, adults can

- Copy how children use their small muscles and describe the actions (e.g., while using the scissors, say, "I'm opening and closing my scissors just like you").
- Provide materials that require the use of hand-eye coordination (e.g., large wooden beads, plastic knives, small animal and people figures).

To offer a gentle extension, adults can

- Provide materials to extend children's control of their small muscles (e.g., clay, tongs, colored pencils).
- Encourage children to try one hand and then the other when they use materials.

Later

Children may

- Use their small muscles with strength, flexibility, and coordination (e.g., use scissors to cut around a heart they drew, write letterlike forms).
- Use hand-eye coordination to carry out intricate activities (e.g., string small beads, build with Legos, zip a coat).

To support children's current level, adults can

- Acknowledge children's abilities (e.g., "You wrote the first letter in your name").
- Ask children to demonstrate how they carried out intricate activities (e.g., "Show me how you got this part of your Lego spaceship to stick out").

To offer a gentle extension, adults can

- Pose a challenge (e.g., "I wonder what other shapes you can draw").
- Provide materials to extend children's skills (e.g., beads with smaller holes and narrower string).

Description: Children recognize the beginning and ending sounds of words, including rhymes (same ending sounds) and alliteration (same initial sounds). They recognize separate syllables in words (segmentation).

Scaffolding Ideas

Always support children at their current level and occasionally offer a gentle extension.

Earlier

Children may

- Say nonrhyming words when asked to rhyme (e.g., *orange* and *red* rhyme).
- Say nonalliterative words when asked for a word starting with the same sound (e.g., say *dog* when asked what else begins with the /m/ sound); repeat alliterative words in a familiar rhyme without being aware that the initial sounds are the same.
- Recognize a “yoo-hooed” name or a word when it is “yoo-hooed” (e.g., *Jim-my*; *bas-ket-ball* sung in syllables).

To support children’s current level, adults can

- Read books that rhyme (e.g., nursery rhymes, poetry, story books); emphasize rhyming words.
- Read books that feature alliteration; emphasize initial sounds.
- Sing children’s names and other familiar words in yoo-hoo syllables (e.g., “Man-dy, re-call”).

To offer a gentle extension, adults can

- Point out when words rhyme (e.g., “You put a *rock* on the *block*. Hey! *Rock* and *block* rhyme”).
- Point out when words are alliterative (e.g., “*Tina* and *toast* both start with the same /t/ sound”).
- Encourage children to say or yoo-hoo the syllables in their own names or simple familiar words.

Middle

Children may

- Recognize or say real or nonsense rhyming words that are close together (adjoining words such as *red bed*).
- Identify the initial sound in alliterative phrases (“Fee, fie, foe — they all have /f/”).
- Yoo-hoo a name; sing a two-syllable word in a familiar song (e.g., “Rain, rain, go, a-way”).

To support children’s current level, adults can

- Use rhymes during different parts of the daily routine (e.g., at transition, say “*Megan stegan* get your coat”).
- Use alliteration throughout the day (e.g., “Ready, Robby? Recall!” or “Ready, ready, recall!”).
- Repeat when children yoo-hoo their name or a familiar word.

To offer a gentle extension, adults can

- Substitute a nonrhyming word to see if children spot the error; use and define the word *rhyme*.
- Substitute nonalliterative words to see if children spot the error; use and define the word *alliteration*.
- Emphasize the syllables in new or longer words (e.g., *el-e-va-tor*).

Later

Children may

- Identify rhyming words that are farther apart (e.g., after saying “Hey diddle” rhyme, say “*Moon* and *spoon* rhyme”).
- Identify initial sounds (“*Silly*. That’s like *Sam*, my name!”); generate a word (real or nonsense) that starts with the same sound as another (e.g., *ball* and *bug*).
- Identify three or more syllables in a name or a word in a song (e.g., “My name goes like Jon-a-than”).

To support children’s current level, adults can

- Acknowledge when children identify far-apart rhymes (e.g., “You said ‘My name is Sue. I like the zoo.’ *Sue* and *zoo* rhymed”).
- Ask children to come up with different alliterations in familiar phrases (e.g., “Fee, fie, ___”) and to make up their own alliterations (e.g., for their names).
- Draw children’s attention to multisyllable words (e.g., “*All-i-ga-tor* has lots of parts”).

To offer a gentle extension, adults can

- Ask children for different rhymes in familiar songs and chants (e.g., “Hey, diddle, diddle. The cat and the ___”).
- Ask children to change initial consonants in familiar alliterations (e.g., “*Bee*, *Billie*, *Binkie*”).
- Encourage children to yoo-hoo syllables in longer words (e.g., *El-e-phant*. “How could we sing *dinosaur* like that?”).