

## Big Idea Glossary

The Big Ideas addressed in Ohio’s early learning content standards (ELCS) include 14 skills (what children should be able to do) and 11 cognitive concepts (what children should know) for a total of **25 Big Ideas**. Table 1 provides an alphabetical listing of the 25 Big Ideas.

Table 1. *Big Ideas (skills and cognitive concepts)*

<i>Big Idea Skills</i>	<i>Big Idea Cognitive Concepts</i>
<ol style="list-style-type: none"> <li>1. <b>Classifying/Comparing</b></li> <li>2. <b>Comprehending</b></li> <li>3. <b>Counting</b></li> <li>4. <b>Creating/Expressing new objects/images, events, or ideas</b></li> <li>5. <b>Inquiring</b></li> <li>6. <b>Measuring</b></li> <li>7. <b>Participating</b></li> <li>8. <b>Predicting</b></li> <li>9. <b>Problem Solving</b></li> <li>10. <b>Recalling</b></li> <li>11. <b>Representing</b></li> <li>12. <b>Rhyming</b></li> <li>13. <b>Segmenting and Blending</b></li> <li>14. <b>Sequencing</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Cause and Effect</b></li> <li>2. <b>Color</b></li> <li>3. <b>Function</b></li> <li>4. <b>One-to-one correspondence</b></li> <li>5. <b>Quality</b></li> <li>6. <b>Quantity</b></li> <li>7. <b>Reliance</b></li> <li>8. <b>Shape</b></li> <li>9. <b>Size</b></li> <li>10. <b>Spatial Relations</b></li> <li>11. <b>Temporal Relations</b></li> </ol>

It is critical for educators to provide children with many different ways and opportunities to demonstrate what they know and are able to do, express their feelings and preferences, convey meaning, and build upon their individual strengths and abilities across assessment, activities/interventions, and progress monitoring practices (DEC, 2005). Therefore, throughout the *Big Idea Glossary* the phrase “**using verbal and/or non-verbal expressions**” is used to ensure that children have a variety of formats for (a) responding, (b) interacting, (c) using resources, toys and materials, (d) conveying meaning, and (e) expressing ideas, feelings, and preferences.

**Verbal expressions** include but are not limited to speaking, signing speech, singing, rapping, or using assistive technology such as voice output devices to enable verbal expressions. Verbal expressions are used for purposes such as labeling, asking questions, answering questions, commenting, informing, greeting, rhyming, reciting, describing, discussing, explaining, reporting, translating, predicting or directing others.

*A KEY verbal behavior is labeling/signing, which is defined as the ability to identify (i.e., recognize something by its characteristics) and supply the correct name for an object, class of objects, persons, places, conditions, or events.*

**Non-verbal expressions** include but are not limited to manipulating, motioning/gesturing, pointing, drawing, painting, underlining, marking, pantomiming, dancing, or using assistive technology such as a white board to enable non-verbal expressions. Non-verbal expressions may be used for purposes such as showing (rather than telling), representing, following directions, matching, sorting, comparing, locating, diagramming, illustrating, reviewing, selecting, or grouping.

*A KEY non-verbal behavior is manipulating, which is defined as using any functional means to complete two-handed tasks where both hands are performing different movements or one hand is holding/steadying an object/toy/material while the other performs a movement.*

## Skills: What Children Should be Able to Do

### 14 Big Ideas

Big Idea	Definition
<b>Classifying/Comparing</b>	<p><i>Compares</i> the similarities and differences of sounds, objects, people, and/or events or sets/groups of sounds, objects, people, and/or events according to a defined criterion using verbal and/or non-verbal expressions.</p> <p><b>AND/OR</b></p> <p><i>Constructs</i> or <i>sorts</i> sets of objects, people, and/or events based upon similarities and differences according to a defined criterion using verbal and/or non-verbal expressions.</p> <ul style="list-style-type: none"> <li>• <i>Defined criteria</i> include but are not limited to <b>category</b>, <b>function</b>, <b>physical attribute</b>, and <b>quantity</b>. <ul style="list-style-type: none"> <li>○ <i>Examples of categorical criteria:</i> <ul style="list-style-type: none"> <li>▪ Letters (e.g., upper and lower case, curved and stick)</li> <li>▪ Numbers (e.g., letters and numerals)</li> <li>▪ Types of sounds (e.g., environmental sounds, animals sounds, phonemes, musical sounds)</li> <li>▪ Matching sounds (e.g., words that begin/end or repeat with the same or different sounds, the pitch of an “A” note on a keyboard and a guitar)</li> <li>▪ Holidays/Customs/Traditions (e.g., people who celebrate Christmas, people who celebrate Hanukkah, people who celebrate Kwanza, people who do not celebrate holidays)</li> <li>▪ Preferences (e.g., favorite characters from various movies/books, favorite foods, favorite toys/materials)</li> <li>▪ Type of days (e.g., school days, weekends, holidays)</li> <li>▪ Role in society (e.g., people who protect, people who teach, people who play sports)</li> <li>▪ Familiarity (e.g., familiar and unfamiliar people)</li> <li>▪ Life status (e.g., living and nonliving)</li> <li>▪ Reality (e.g., pretend and real)</li> <li>▪ Currency (e.g., coins such as dimes/pennies and paper such as one dollar/five dollars)</li> </ul> </li> <li>○ <i>Examples of function criteria:</i> <ul style="list-style-type: none"> <li>▪ Things used to write with (e.g., pencils, markers, chalk)</li> <li>▪ Things that measure (e.g., rulers, scales)</li> <li>▪ Things to eat (e.g., vegetables, meat, ice cream)</li> <li>▪ Things to wear (e.g., socks, hats, pants)</li> <li>▪ Things that designate location (e.g., signs, addresses)</li> <li>▪ Things that transport (e.g., buses, cars, bikes)</li> <li>▪ Things that signify time (e.g., clocks, watches)</li> </ul> </li> <li>○ <i>Examples of physical attribute criteria:</i> <ul style="list-style-type: none"> <li>▪ color, shape, size, spatial relations, quality</li> </ul> </li> <li>○ <i>Examples of quantity criteria:</i> <ul style="list-style-type: none"> <li>▪ more, less, empty, full, none</li> </ul> </li> </ul> </li> </ul>

<b>Big Idea</b>	<b>Definition</b>
<b>Comprehending</b>	<p><i>Uses</i> verbal and/or non verbal expressions to grasp meaning, explain, or restate ideas related to spoken/written language or an event. Comprehension is where a child understands the given information <b>and</b> <i>uses</i> it or generalizes it to solve a problem, answer a question, follow a direction, or take action. Comprehension is the first step beyond simple recall.</p> <ul style="list-style-type: none"> <li>For example, a child (a) comforts a friend who is crying, (b) answers questions about what he/she would do if he/she were to get lost after hearing a story about a puppy who was lost, (c) asks to brush his/her teeth after eating snack, and/or (d) uses puppets to act out situations from a story that was read to him/her.</li> </ul>
<b>Counting</b>	<p><i>Counts</i> in the correct order by assigning numbers to objects, people, and/or events, and counts each object only once. Child can count using verbal and/or non-verbal expressions.</p> <ul style="list-style-type: none"> <li>For example, a child assigns a number to an object/person/event while (a) counting to himself/herself, (b) counting aloud, (c) touching, (d) pointing, and/or (e) moving each object/person/event.</li> </ul> <p><b>AND/OR</b></p> <p><i>Recites</i> numbers from memory or by repetition (i.e., rote counting).</p> <ul style="list-style-type: none"> <li>For example, without assigning numbers to objects, people, and/or events, the child counts to ten by saying/signing one, two, three, four, five, six, seven, eight, nine, ten. The child can also recite from memory using printed numerals or cards with symbols/figures that represent the quantities of one to ten and then handing/showing/placing them in order.</li> </ul>
<b>Creating/Expressing new objects/images, events, or ideas</b>	<p><i>Expresses, generates, makes, creates, and/or constructs</i> new objects/images (not the act of constructing sets or groups – see classifies or segmenting and blending), events, <b>or</b> new ideas using verbal and/or non-verbal expressions. New ideas can be generated by connecting new information with past experiences.</p> <ul style="list-style-type: none"> <li>For example, (a) draws a picture, (b) sings a song about playing with a red ball, (c) “writes” a poem or invitation to a party, (d) makes a map of the playground, (d) tells a different ending to the “<i>Three Little Pigs</i>”, and/or (e) offers a new reason why birds fly.</li> </ul>
<b>Inquiring</b>	<p><i>Asks questions and evaluates</i> information/observations using verbal and/or non-verbal expressions. Child systematically investigates by posing questions <b>and</b> gathering/searching for information. The child does not need to pose questions aloud; they can write down their questions or merely think about a question <b>and</b> then proceed to evaluate information/observations.</p> <ul style="list-style-type: none"> <li>For example, (a) investigates what worms eat and then watches to find out what they eat, (b) explores how snowflakes are formed by searching the Internet and then evaluates information found, and/or (c) asks peers what their family traditionally does when a child loses a tooth and listens to response.</li> </ul>

<b>Big Idea</b>	<b>Definition</b>
<b>Measuring</b>	<p><i>Establishes</i> a system for measuring/estimating <b>or</b> documenting quantitative properties or attributes of objects, people, and/or events using <i>standard or non-standard</i> procedures/materials. A child can also measure the quantity of a countable collection of objects (e.g., money).</p> <ul style="list-style-type: none"> <li>• <i>Quantitative properties or attributes</i> include, but are not limited to accuracy, depth, distance, frequency, height, length, quantity, speed, temperature, time, volume/capacity, weight, and width.</li> <li>• <i>Standard</i> procedures/materials used for measuring can include, but are not limited to (a) clocks/timers/hour glasses to measure time, (b) rulers to measure length/height, (c) measuring cups to measure volume/capacity, and/or (d) scales to measure weight.</li> <li>• <i>Non-standard</i> procedures/materials used for measuring can include, but are not limited to (a) using seven pictures of daily classroom activities and removing a picture as each activity is completed to indicate how much longer until it is time to go home, (b) using paper clips to measure the length of a bookcase or how much a plant has grown, (c) using a teacher's coffee mug to measure the amount of water the fish tank holds, and/or (d), putting an object in each of a child's hand to determine which weighs more.</li> </ul>
<b>Participating</b>	<p><i>Takes part</i> in activities and the daily routine using verbal and/or non-verbal expressions that can include but are not limited to asking questions, answering questions, responding to directions, following directions or rules, watching/listening, interacting with materials/people, seeking assistance/information, making choices, stating preferences, commenting, directing others, sharing or exchanging materials, sharing experiences, or taking turn in conversation.</p> <ul style="list-style-type: none"> <li>• For example, (a) joins peers exploring things that sink or float, (b) completes/fills in missing portions of a familiar rhyme, (c) listens to a poem, (d) follows simple directions, (e) chooses which center to play in first, (f) selects a topic and then “writes” about it, (g) shares ideas about how a tower should look, (h) informs others of something that happened over the weekend, (i) takes turns in conversation with peers and adults, and/or (j) explores the playground for things that are round.</li> </ul>
<b>Predicting</b>	<p><i>Suggests</i>, using verbal and/or non-verbal expressions, what will occur in the future based on observations, measurements, and inferences about the relationship between or among observed variables and/or speculates what will happen based on past experiences.</p> <ul style="list-style-type: none"> <li>• For example, (a) the child predicts what might happen next during reading of text, (b) the child predicts what might happen if the jar is dropped, and/or (c) the child predicts what might happen if too many children climb on the structure at one time.</li> </ul>

<b>Big Idea</b>	<b>Definition</b>
<b>Problem Solving</b>	<p><i>Acts</i> using verbal and/or non-verbal expressions to 1) define a problem; 2) determine the cause of the problem; 3) identify, prioritize, and select alternatives for a solution; <b>and</b> 4) implement a solution.</p> <ul style="list-style-type: none"> <li>• For example, (a) determines the meaning of an unfamiliar word using the context, pictures, accompanying text, or concrete objects; (b) offers to get more chairs when posed with the problem of more children than seats, and/or (c) identifies why using a piece of paper will not soak up spilled juice like a paper towel.</li> </ul>
<b>Recalling</b>	<p><i>Presents</i> (e.g., tells, demonstrates) remembered ideas, facts, or experiences from memory using verbal and/or non-verbal expressions. Recall is a step that comes before comprehension. Recall involves retrieving knowledge from memory about an event that occurred (a) immediately, (b) within the same day with a context, (c) within the same day but without a context, or (d) in the past with or without a context. A context is defined as having materials, people, sounds or other reminders present that prompt/clue child in recalling information.</p> <ul style="list-style-type: none"> <li>• For example, (a) child walks in the classroom and a peer asks “Where were you?” and the child answers, “In the bathroom.”; (b) during circle time with peers visible, adult says “When you were outside earlier today, who did you play with?” and the child looks at and says “Beth.”; (c) adult asks “What did you make in art today?” and child pulls a picture from backpack; (d) child tells a friend what he did at his grandmother’s house over the weekend; and/or (e) child draws a picture of activities they did with their family over the weekend.</li> </ul>
<b>Representing</b>	<p><i>Uses</i> one object, symbol, person, picture, icon, or label to take the place of or <b>symbolize</b> another object, person, event, idea or location.</p> <ul style="list-style-type: none"> <li>• Examples include but are not limited to: <ul style="list-style-type: none"> <li>○ Represents the number of cloudy and sunny days on a graph</li> <li>○ Uses a map to signify location of a town</li> <li>○ Makes marks, approximations, letters, or words to represent a figure, object, person, event, or an idea</li> <li>○ Uses printed letters of name to symbolize a person</li> <li>○ Uses a vertical and horizontal line to represent the letter “T”</li> <li>○ Represents McDonalds using golden arches</li> <li>○ Uses the word ball to represent round objects that can be kicked, thrown, or bounced.</li> <li>○ Uses numbers on a house to represent an address/location</li> <li>○ Uses a flag to represent a country</li> <li>○ Uses check marks to represent the number of blue fish in the tank</li> <li>○ Uses currency to represent a monetary value</li> <li>○ Uses the number three (3) to represent the number of blocks</li> </ul> </li> </ul>

<b>Big Idea</b>	<b>Definition</b>
<b>Representing Continued</b>	<p><b>AND/OR</b></p> <p><i>Reproduces</i> any of an object’s/image’s original attributes/properties (e.g., color, shape, quality, size) in a <i>new or different manner</i>.</p> <ul style="list-style-type: none"> <li>• For example a child (a) extends arms outward to represent the letter T with body, (b) reproduces the shape of a triangle by placing three pieces of pipe cleaner together, (c) draws a lightening bolt to depict a loud noise, and/or (d) colors a face red to show anger.</li> </ul> <p><b>AND/OR</b></p> <p><i>Uses</i> objects, toys, materials, devices, or tools for a <b>different or unintended purpose/function</b> using verbal and/or non-verbal expressions.</p> <ul style="list-style-type: none"> <li>• For example, (a) uses a block as a phone, (b) uses a paper towel tube as a microphone, and/or (c) uses a ruler as a road for cars.</li> </ul>
<b>Rhyming</b>	<p><i>Pairs/lists/says/identifies</i> words that end with the same or similar sounds (e.g., truck, puck, duck, luck; bait, late, date; eyes, cries, pies).</p> <ul style="list-style-type: none"> <li>• For example, (a) after listening to two sounds a child nods her head to affirm that they rhyme, or (b) after an adult asks “What rhymes with more?” child says “door” or points to the door.</li> </ul>
<b>Segmenting and Blending</b>	<p><i>Identifies, separates, divides, splits up</i> a whole into portions or parts and/or <i>puts together, combines, mixes</i> portions or parts into a whole.</p> <ul style="list-style-type: none"> <li>• Examples of segmenting: <ul style="list-style-type: none"> <li>○ separates each sound <b>or</b> syllable in a word by saying h/o/p for “hop” or ham-bur-ger for “hamburger”</li> <li>○ distributes a set of objects into two (2) or more smaller sets</li> <li>○ identifies parts of a body or parts of a book</li> <li>○ separates words with spacing to make a sentence</li> </ul> </li> <li>• Examples of blending: <ul style="list-style-type: none"> <li>○ joins two sets of objects to make a large set</li> <li>○ puts together individual sounds or syllables to form a word (e.g., “bat” when the model b/a/t is provided, “bicycle” when the model bi-cy-cle is provided, or “banana” when the model ba-na-na is provided)</li> <li>○ combines red and blue paint to make purple paint</li> <li>○ mixes flour, eggs, water and blueberries to make muffins</li> </ul> </li> </ul>
<b>Sequencing</b>	<p><i>Organizes or arranges</i> objects, people, and/or events into a <b>pattern</b> based upon selected criteria using verbal and/or non-verbal expressions.</p> <ul style="list-style-type: none"> <li>• Example of a pattern based on <i>category</i> (e.g. letters and numbers) would be to say A, B, C, 1, 2, 3, A, B, C, 1, 2, 3 etc.</li> <li>• Example of a pattern based on <i>function</i> (e.g., things to cut with and things to draw with) would be to place a pair of scissors, then a crayon, scissors, then a crayon, scissors etc. on the table.</li> <li>• Example of a pattern based upon <i>physical attribute</i> (e.g., quality) would be to clap loudly, clap softly, clap loudly, clap softly etc.</li> </ul>

Big Idea	Definition
Sequencing Continued	<p data-bbox="493 207 623 237"><b>AND/OR</b></p> <p data-bbox="493 279 1435 348"><i>Organizes or arranges</i> people/objects/events in <b>series/order</b> using verbal and/or non-verbal expressions.</p> <ul data-bbox="591 359 1471 720" style="list-style-type: none"> <li data-bbox="591 359 1435 428">• Child organizes the largest plate on the bottom and then stacks plates of decreasing size on top.</li> <li data-bbox="591 436 1471 573">• Child arranges peers’ name cards in the order they will play at the computer or places objects according to quantity (e.g., basket with no eggs, basket with a few eggs, and basket with many eggs).</li> <li data-bbox="591 581 1471 720">• Adult tells three-part story and asks child to retell story. For example, child gestures, tells story verbally, or arranges story pictures or other visual cues like growth charts or photographs in correct sequence to retell story.</li> </ul> <p data-bbox="493 762 623 791"><b>AND/OR</b></p> <p data-bbox="493 833 1435 903"><i>Follows</i> two or more step directions in <b>order</b> using verbal and non-verbal directions. Directions can be verbal or written and familiar or unfamiliar.</p> <ul data-bbox="591 913 1471 1203" style="list-style-type: none"> <li data-bbox="591 913 1471 1016">• Child follows picture schedule with three icons showing removal of coat, placement of lunchbox on counter, and selection of a toy.</li> <li data-bbox="591 1024 1451 1094">• Child follows the two step direction of putting his carpet square away and then washing his hands.</li> <li data-bbox="591 1102 1471 1203">• Child answers “Today is Monday and it’s cold outside” to an adult’s direction to say the day of the week and then describe the day’s weather.</li> </ul>

## Cognitive Concepts: What Children Should Know

### 11 Big Ideas

Big Idea	Definition
<b>Cause and Effect</b>	<p><i>Makes decisions, acts, or interprets</i> using verbal and/or non-verbal expressions based upon an understanding of the causal relationship between actions or events. In other words, makes decisions, acts, or interprets based upon an understanding of the <b>cause of a particular effect</b> or the <b>effects of a particular cause</b>, whether physical (e.g., the results of natural laws) or personal/social (e.g., the consequences of one’s choices and actions).</p> <ul style="list-style-type: none"> <li>For example, (a) compares changes that people/animals contribute to their environment, (b) “writes” a story about how actions may cause changes in the environment, (c) explores what happens to water at different temperatures, (d) answers an adult’s question about why a child is crying, (e) asks an adult to help in order to reach a desired toy, and/or (f) explains to adult that “we shared the dolls so that the other kids could play too.”</li> </ul>
<b>Color</b>	<p><i>Uses</i> verbal and/or non-verbal expressions to differentiate the color of objects, and/or people.</p> <ul style="list-style-type: none"> <li><i>Color</i> terms may include, but are not limited to red, blue, orange, pink, yellow, black, purple, gray, green, white, and brown.</li> </ul>
<b>Function</b>	<p><i>Uses</i> objects, toys, materials, devices, tools based upon their intended purpose/function <b>and/or</b> safely and appropriately <i>acts upon/manipulates</i> objects, toys, materials, devices, tools to accomplish a task/purpose.</p> <ul style="list-style-type: none"> <li>For example, (a) holds a book right side up and turns pages, (b) cuts paper with scissors, (c) paints with a paintbrush, (d) creates a tower out of blocks, (e) zips zipper, (f) moves mouse to operate computer game, and/or (g) uses coins to buy goods.</li> </ul>
<b>One-to-one correspondence</b>	<p><i>Pairs</i> the units/objects/symbols of one category/class to the units/objects/symbols of another category/class using verbal and/or non-verbal expressions.</p> <ul style="list-style-type: none"> <li>For example, a child (a) pairs the sound “h” with the letter “h”, (b) makes a tally mark on the board for each child who has a pet, (c) counts/says “one” for the first object collected, counts/says “two” for the second, and counts/says “three” for the third; (d) pairs/gives one cookie to each child at the snack table; and/or (e) stomps his/her foot to each beat of the music.</li> </ul>
<b>Quality</b>	<p><i>Uses</i> verbal and/or non-verbal expressions to describe the quality of objects, people, and/or events.</p> <ul style="list-style-type: none"> <li><i>Quality</i> terms may include, but are not limited to helpful, fun, interesting, kind, loving, bright, dim, hot, cold, hard, light, clean, dirty, different, same, soft, loud, sour, sweet, good, bad, rough, smooth, heavy, light, wet, dry, slow, and fast.</li> </ul>
<b>Quantity</b>	<p><i>Uses</i> verbal and/or non-verbal expressions to describe the quantity of objects, people, and/or events.</p> <ul style="list-style-type: none"> <li><i>Quantity</i> terms may include, but are not limited to all, many, none, full, more, few, less, empty, lots, some, any, and each.</li> </ul>

<b>Big Idea</b>	<b>Definition</b>
<b>Reliance</b>	<p><i>Identifies</i>, using verbal and/or non-verbal expressions, how the needs of living things, including one’s own needs or the needs of others/animals/plants can be met. Reliance illustrates a child’s understanding of the connectedness or dependence of all living things on resources and on one another.</p> <ul style="list-style-type: none"> <li>• For example, a child (a) puts a plant in the sun so it will grow, (b) seeks an adult when they are not feeling well, (c) makes sure the fish have plenty of clean water, and/or (d) makes enough cookies for each person and makes sure that each person gets one at snack.</li> </ul>
<b>Shape</b>	<p><i>Uses</i> verbal and/or non-verbal expressions to differentiate the shapes of objects, and/or people.</p> <ul style="list-style-type: none"> <li>• <i>Shape</i> terms may include, but are not limited to triangle, square, circle, octagon, rectangle, hexagon, and oval.</li> </ul>
<b>Size</b>	<p><i>Uses</i> verbal and/or non-verbal expressions to differentiate the size of objects, people, and/or events.</p> <ul style="list-style-type: none"> <li>• <i>Size</i> terms may include, but are not limited to big, small, thick, skinny, chubby, tall, thin, short, tiny, little, fat, large, and long.</li> </ul>
<b>Spatial Relations</b>	<p><i>Uses</i> verbal and/or non-verbal expressions to describe the spatial relations of/between objects, people, and/or events.</p> <ul style="list-style-type: none"> <li>• <i>Spatial relation</i> terms may include, but are not limited to back, into, front, behind, under, here, middle, last, in back of, bottom, beside, down, up, in front of, on, next to, between, and there.</li> </ul>
<b>Temporal Relations</b>	<p><i>Uses</i> verbal and/or non-verbal expressions to describe the temporal relations of objects, people, and/or events.</p> <ul style="list-style-type: none"> <li>• <i>Temporal relation</i> terms may include, but are not limited to yesterday, before, today, later, after, tomorrow, last, and first.</li> </ul>