

# SOUTHWEST HRA HEAD START

**Section:** Early Childhood Development  
**Subject:** Charts  
**Revised:** February, 1998

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## **REGULATION REFERENCE:**

45 CFR Part 1304 (Nov. 1996) Performance Standards 1304.21(a)(4)(iv), 1304.21(c)(1)(ii)

## **POLICY:**

Each classroom will have various charts such as a calendar, attendance chart, helpers charts, nursery rhyme, etc. Other lists or charts may be used as needed when connected to activities or experiments in the classroom.

## **RATIONALE:**

Charts allow children to "read," use, interpret, and respond to written language. One way to promote language development is to surround children with meaningful print which is used by them to record their choices and observations, make decisions, or complete projects. Some examples include:

- a. Children use recipe charts to cook.
- b. Children "read" each others names on attendance charts to determine which members of the group are missing.
- c. Children "read" calendar notations to figure out how many days until a special event, such as a birthday , field trip, or holiday event.
- d. Children "read" and recite nursery rhymes with picture cues.

## **PROCEDURE:**

1. Teachers should give careful thought to the size of charts, charts should be functional but also conserve space. Charts should not dominate the visual environment.
2. Charts should NOT be stapled, glued, or tacked to furniture or walls.
3. Guidance for specific required charts is presented on the following pages.