



Early Learning Standards

for the

Balance Scale

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Balance Scale

Early Learning Content Areas that apply to using The Adventurous Child Balance Scale:

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education and Health

This is what the children are learning when they use the Balance Scale:

English/Language Arts

Reading: Word Recognition, Fluency, and Vocabulary Development – Vocabulary and Concept Development

- Use new vocabulary learned from experiences.

Listening and Speaking: Listening and Speaking Skills, Strategies, and Applications - Comprehension

- Follow one-step spoken directions without prompts.
- Ask and answer simple questions.
- Identify attributes of objects.
- Follow two-step spoken directions with prompts.
- Use trial and error to solve a simple problem.
- Initiate turn taking in play.

Mathematics

Number Sense: Number Relationships

- Count a number of objects up to three.
- Count each object only once.
- Identify first and last.
- Use whole numbers up to five to describe objects and experiences.
- Identify when objects are the same number, even if arrangement has changed.
- Give "all" objects when asked.
- Identify the concept of "less"
- Give "some" and give "the rest" when asked.
- Identify the concept of "none."
- Apply one-to-one correspondence with objects and people.
- Name groups of objects.

Computation: Counting, Sorting, Classifying, and Comparing Objects

- Trade several smaller items for a larger item.
- Identify and use the concepts of "one more" and "one less."
- Make a collection of items smaller by taking away items when asked.
- Make a collection of items larger by adding items when asked.
- Make guesses related to quantity.

Algebra and Functions: Finding Patterns and Relationships

- Identify attributes of objects.
- Sort a group of objects by more than one way.
- Divide a set of four objects into equal parts.

Geometry: Recognizing Common Geometric Shapes and Using Directional Words

- Sort by one attribute (e.g., size, shape, color).
- Use “in” and “out” to indicate where things are in space.
- Use “on” and “off” to indicate where things are in space.
- Use the words “here” or “there” to indicate where things are in space.
- Follow instructions to place an object “here” or “there.”
- Follow instructions to place an object “beside” or “next to” something.
- Follow instructions to place an object “between” two things.
- Put objects into groups by attributes.

Measurement: Time and Measurement Relationships

- Order three objects by size.
- Use any descriptive word or gesture to express amount or size.
- Use common measuring tools in correct context.
- Identify similarities and differences in objects.
- Identify when something is too heavy to lift.

Problem Solving: Ability to Reason, Predict, and Problem Solve Through Exploration

- Identify attributes of objects.
- Make simple cause/effect predictions.
- Create a collection equal to objects in a collection already constructed.
- Identify similarities and differences in objects.
- Make guesses related to quantity.
- Give reason for placement of objects.
- Use trial and error to solve problems.
- See a simple task through to completion.

Science

The Nature of Science and Technology – Scientific Inquiry and Process

- Choose an area with science materials as a place to work.
- Observe and describe properties of objects.
- Make selections from the science objects and materials available.
- Use a variety of “scientific tools” (e.g., balance scales, magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.
- Use age appropriate scientific equipment (e.g., magnifying glasses, thermometer, scales) when participating in scientific experiences.
- Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.

Scientific Thinking – Computation and Estimation

- Participate in activities related to number sequencing and counting.
- Manipulative a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).
- Classify objects by different attributes (characteristics).
- Apply previously learned information to new situations.

Scientific Thinking – Shapes and Symbolic Relationships

- Participate in activities using materials with a variety of shapes and patterns.

Environments – The Physical Setting

- Participate in activities using materials with a variety of properties (e.g., color, shape, size, name, type of material).
- Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).
- Actively explore simple machines (e.g., pulley, levers, wheels).

Communication – Sharing Observations and Discoveries

- Identify attributes or characteristics for comparison (e.g., color, size, gender, shape).
- Classify objects by an attribute (characteristic) and share their thinking with another.
- Participate in discussions related to their findings..

Social Studies

History – Chronological Thinking and Historical Knowledge

- Relate new experiences to past experiences.

Civics and Government - Foundations and Functions of Government and Its Citizens

- Follow simple directions.
- Start sharing some objects with others.
- By age four, compromise, share, and take turns.

Geography – Environment and Safety

- Help clean up after doing an activity.

Individuals, Society, and Culture – Cultural Diversity

- Use interpersonal skills of sharing and taking turns in interactions with others.

Physical Education and Health

Application of Movement Concepts and Principles to the Learning and Development of Motor Skills

- Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or object over, under, beside, and through as directed by an adult).

Enjoyment of Motor and Sensory Experiences: Exhibiting Self-Confidence

- Participate in a variety of gross/fine motor and sensory activities.
- Attempt novel gross/fine motor and sensory activities.