



# Early Learning Standards

for the

# Water Activities

[www.adventurouschild.com](http://www.adventurouschild.com)

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# Water Activities

**Early Learning Content Areas that apply when using The Adventurous Child Water Activities:**

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

**This is what the children are learning when they use the Water Activities:**

## 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.
- Use trial and error to solve a simple problem.

## Mathematics

**Number Sense: Number Relationships**

- Give “all” objects when asked.
- Identify the concept of “less.”
- Give “some” and give “the rest” when asked.
- Identify the concept of none.

**Geometry: Recognizing Common Geometric Shapes and Using Directional Words**

- 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.

**Measurement: Time and Measurement Relationships**

- Use any descriptive word or gesture to express amount or size.
- Use cups and tools in sand and water.

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

- Make simple cause/effect predictions.
- Make guesses related to quantity.
- Use a tool in a new way.
- Use trial and error to solve problems.

## Science

**The Nature of Science and Technology – Scientific Inquiry and Process**

- Observe and describe properties of objects.

- Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.
- Use a variety of “scientific tools” (e.g., magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.
- Engage in a scientific experiment with a peer or with small groups of children using sharing/ turn taking skills.
- Ask and answer questions about his world.

### **Scientific Thinking – Computation and Estimation**

- Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).

### **Environments – The Physical Setting**

- 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., pulleys, levers, wheels).
- Gain a natural sense of the forces of nature by experiencing wind blowing, temperature changes, changing seasons of the year or things falling.

### **Communication – Sharing Observations and Discoveries**

- Use vocabulary that indicates understanding of scientific principles (e.g., sink, float, melt, solid, liquid).
- 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.
- Use charts, drawings, and/or graphs to share their findings with others.

## Social Studies

### **Civics and Government – Foundations and Functions of Government and Its Citizens**

- Follow simple directions.
- Start sharing some objects with others.

### **Geography – Places and Regions**

- Use words hard/soft, rough/smooth, and water/land when describing surfaces.

### **Geography – Environment and Safety**

- Help clean up after doing an activity.

## 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.
- Demonstrate a determination to develop skills through repetitive practice.