



Early Learning Standards

for the

**Literacy Gazebo and
Bookcase with
Lockable Lid**

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Literacy Gazebo and Bookcase with Lockable Lid

Early Learning Content Areas that apply to using The Adventurous Child Literacy Gazebo and Bookcase with Lockable Lid:

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

This is what the children are learning when they use the Literacy Gazebo and Bookcase with Lockable Lid:

English/Language Arts

Reading: Word Recognition, Fluency, and Vocabulary Development – Concepts About Print

- Pretend to read a book.
- Turn one page at a time.
- Name objects from a picture book.
- Hold book right side up, looking at pages and pictures.
- Turn pages from front to back.
- Identify five common signs or symbols.
- Tell something that a favorite character does in a story.
- Follow printed words as a story is read.
- Distinguish print from pictures.
- Tell a story while holding a book.
- Read own writing (e.g., gives meaning to own writing by “reading what it says”).
- Watch and listen to a story to completion or for ten or more minutes.

Reading: Word Recognition, Fluency, and Vocabulary Development – Phonological Awareness

- Match the sound that begins own name with sound that begins another word or name.
- Identify first letter of own name.
- Generate sounds from letters.
- Recognize that words that look alike may sound alike.
- Imitate simple rhymes.
- Sing the alphabet song.
- Recite/sing one rhyme to song.
- Generate and blend the sounds of letter patterns into recognizable words.
- Clap out syllables in word songs.

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

- Match the same letter in different styles (e.g., signs, books, newspaper).
- Point to words in a book while telling a story.
- Point to a title of a book.
- Match upper to lower case letters.

- Put letter shapes or tiles in alphabetical order.

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

- Name sounds heard in a familiar environment.
- Ask and answer simple questions about a story being read.
- Ask adult to read printed information.
- Talk about action pictures of family, pets, or self.
- Tell one thing that happens in a familiar story.
- Tell story from pictures and books.
- Pretend to do something or be someone.
- Use new vocabulary learned from experiences.
- Act out familiar, scripted events and routines.

Reading: Reading Comprehension – Structural Features of Informational and Technical Material

- Identify a favorite story.
- Request or select a story by the title of the book.
- Express what might happen after the action in a picture.
- Use personal experiences to answer questions about the stories.
- Follow pages that accompany a story on audiotape or CD.
- Identify the beginning, middle, and end of the story.

Reading: Literary Response and Analysis – Emergent Literacy with Appropriate Books and Stories

- Talk about the cover and illustrations prior to the story being read.
- Identify two characters that interact in a story.
- Recall if something truly happened.
- Recognize print in media other than a book.

Writing: Writing Process – Organization and Focus

- Draw pictures and scribble to generate and express ideas.
- Associate writing with words.
- Draw at the top or bottom of the page, when requested.
- Position paper for writing.
- Write from left to right.
- Write using pictures, letters, and words.
- Use writing or symbols to share an idea with someone.
- Use known letters or approximations of letters to represent written language.
- Dictate something for an adult to write down.

Writing: Writing Application – Different Types of Writing and Their Characteristics

- Add writing to a picture story.
- Use writing to label drawings.
- Draw name or a message on a card or picture.
- Represent action with drawing.

Writing: Writing Conventions – Handwriting and Spelling

- Copy a vertical line.
- Copy a horizontal line.
- Copy a circle.
- Write letters in strings.
- Write using phonetically spelled words.
- Use correct grasp of writing tool.

- Imitate drawing a cross.
- Copy a cross.
- Copy an “X”.
- Copy a square.

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

- Follow one-step spoken directions without prompts.
- Name sounds heard in the environment.
- Classify categories of words.
- Identify categories of objects in pictures (e.g. animals).

Listening and Speaking: Listening and Speaking Skills, Strategies, and Applications – Speaking Applications

- Give name, age, and gender upon request.
- Give address upon request.
- Tell three events in chronological order.

Mathematics

Number Sense: Number Relationships

- Identify first and last.
- Draw pictures or symbols to represent a spoken number.

Computation: Counting, Sorting, Classifying, and Comparing Objects

- Represent object/activity by drawing or selecting picture.

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.
- Copy a vertical and horizontal line.
- Imitate drawing a cross.
- Copy circles, squares, triangles, and rectangles.
- Complete interlocking puzzle of 8-12 pieces.

Algebra and Functions: Finding Patterns and Relationships

- Follow along and imitate patterns of sounds and movement.
- Reproduce patterns of sounds and movement.
- Reproduce simple AB patterns of concrete objects.
- Predict what comes next when shown a simple AB pattern of concrete objects.

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

- Make simple cause/effect predictions.
- Identify parts on an object.
- Imitate the use of an adult tool in play.
- See a simple task through to completion.

Science

Scientific Thinking – Shapes and Symbolic Relationships

- Identify, copy, extend, and create patterns with objects and in drawings.
- Participate in activities using materials with a variety of shapes and patterns.

The Nature of Science and Technology – Scientific Inquiry and Process

- Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.
- Ask and answer questions about his world.

Environments – The Physical Setting

- Participate in activities using materials with a variety of properties (e.g., color, shape, size, name, type of material).

Communication – Sharing Observations and Discoveries

- Use charts, drawings, and/or graphs to share their findings with others.
- Dictate statements / draw pictures to share findings.

Social Studies

History – Chronological Thinking and Historical Knowledge

- Construct a sense of time.
- Put pictures in sequential order.
- Describe daily routine.
- Retell a story or event in sequential order.
- Distinguish between past, present, and future.

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

- Follow simple directions.
- Listen and talk about stories that illustrate the concept of being responsible.
- Participate in games and follow the rules.
- Make choices after considering alternatives.

Geography – Location (Spatial Awareness)

- Name body parts and point to the location of each.
- Ask questions about everything the child sees and finds.
- Use a simple map (e.g., diagram of the house, street on which the child lives).

Geography – Physical Systems

- Draw pictures representing the seasonal changes.
- Listen and respond to stories about other areas (e.g., deserts, mountains).
- Identify and describe people who live in different places for different reasons (e.g., farms, cities, small towns).

Geography – Human Systems

- Draw pictures of their family.
- Discuss members of the family and their roles.
- Ask questions about families.
- Talk about how he is the same and/or different from other children.

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.

Visual Arts

Art Appreciation – Begins to Understand and Share Opinions About Artwork and Artistic Experiences (Their Own or Others)

- Express feelings about art work.

Creating Art: Process and Product – Expresses Personal Interests, Ideas, and Feelings Through Art

- Compare and contrast own creations and those of others.
- Use various art forms such as dance, theater, and **visual art** as a vehicle for creative expression.
- Select different art media to express emotions or feelings (e.g., painting with bright colors to match a playful mood).

Creating Art: Process and Product – Uses Symbols, Elements Such As Shape, Line, Color, and Texture and Principles Such As Repetition In Art Experiences

- Use different colors, surface textures, and shapes to create form and meaning.
- Decide which lines should be long or short, wavy or straight, thick or thin, and what color and where on paper.
- Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.

Creating Art: Process and Product – Uses Different Art Media and Materials In a Variety Of Ways For Creative Expression, Exploration, and Sensory Experience

- Demonstrate increasing skill in using different art materials.
- With various media, use shapes, lines, and color.