



# Early Learning Standards

for the

**Log Bench**

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# Log Bench

## Early Learning Content Areas that apply to using The Adventurous Child Log Bench

- English/Language Arts
- Mathematics
- Science
- Social Studies

## This is what the children are learning when they use the Log Bench:

### 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

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

- Choose an area with science materials as a place to work.
- Make selections from the science objects and materials available.
- 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., 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.
- Ask and answer questions about his world.

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

- Classify objects by different attributes (characteristics).
- Use familiar materials to measure things (e.g., popsicle sticks, cubes, paper clips, crayons, hand).

### **Scientific Thinking – Shapes and Symbolic Relationships**

- Talk about the fact that everything has a shape.

### **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).
- Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, recognizing changes in weather.
- Gain a natural sense of the forces of nature by experiencing wind blowing, temperature changes, changing seasons of the year, or things falling.
- Describe differences and similarities in various physical environments.
- Ask questions and/or make comments about the sun, stars, planets, and clouds.
- Describe how the physical environment affects the living environment and vice versa.

### **Environments – The Living Environment**

- Observe and explore a variety of live plants and animals.
- Take care of familiar plants and animals.
- Identify plants and animals as living things.
- Identify non-living things.
- Talk about different types of plants and animals that inhabit the earth.

### **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.
- 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.