



Early Learning Standards

for

Tables

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Tables

Early Learning Content Areas that apply when children use various activities on The Adventurous Child Tables:

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

This is what the children are learning when they use the Tables:

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

- 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.
- Name groups of objects.

Computation: Counting, Sorting, Classifying, and Comparing Objects

- 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.
- Describe addition situations for numbers less than three.
- Make guesses related to quantity.
- Describe subtraction situations for numbers less than three.
- Describe addition situations for numbers less than five.
- Describe subtraction situations for numbers less than five.

Algebra and Functions: Finding Patterns and Relationships

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

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 common measuring tools in correct context.
- Sort objects into long and short.
- Identify similarities and differences in objects.

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

- Make simple cause/effect predictions.
- Use a tool in a new way.
- Use a secondary strategy when the first one fails.
- Use trial and error to solve problems.
- 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.

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).
- Use art media to channel frustration and anger in a socially acceptable way.
- Show individuality by actions such as drawing a pumpkin that differs in color and design from the traditional.

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.

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.