



Early Learning Standards

for the

Balance Activities

(Includes: Balance Beams, Stepping Pods and Stepping Stumps)

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Balance Activities

(Includes: Balance Beams, Stepping Pods and Stepping Stumps)

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

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

This is what the children are learning when they use Balance Beams, Stepping Pods and Stepping Stumps:

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

- Use trial and error to solve a simple problem.

Mathematics

Number Sense: Number Relationships

- Identify first and last.

Algebra and Functions: Finding Patterns and Relationships

- Follow along and imitate patterns of sounds and **movements**.
- Reproduce patterns of sound and **movement**.

Geometry: Recognizing Common Geometric Shapes and Using Directional Words

- 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.

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

- See a simple task through to completion.

Science

Scientific Thinking – Shapes and Symbolic Relationships

- Talk about the fact that everything has a shape.
- Observe shapes and look for objects that are the same shape.

Environments – The Physical Setting

- Gain a natural sense of the forces of nature...things falling (gravity).

- Describe how the physical environment affects the living environment.

Social Studies

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

- Follow simple directions.
- Respond positively to options rather than commands.
- By age four, compromise, share and take turns.
- Make choices after considering alternatives.

Individuals, Society, and Culture – Cultural Diversity

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

Physical Education and Health

Gross/Fine Motor and Sensory Development: Locomotor and Non-locomotor skills

- Perform locomotor and non-locomotor skills at a basic level.
- Perform stability skills alone and/or with a partner.

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).
- Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).

Enjoyment of Motor and Sensory Experiences: Exhibiting Self-Confidence

- Exhibit self-confidence while participating in movement activities.
- 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.

Responsible Personal Health and Safety Practices

- Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness.