



# Early Learning Standards

for the

## Mud Kitchen

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

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# Mud Kitchen

**Early Learning Content Areas that apply to using The Adventurous Child Mud Kitchen:**

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

**This is what the children are learning when they use the Mud Kitchen:**

## English/Language Arts

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

- Pretend to do something or be someone.
- Use new vocabulary learned from experiences.
- Act out familiar, scripted events and routines.

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

- Initiate turn taking in play.

**Listening and Speaking: Listening and Speaking Skills, Strategies, and Applications – Oral Communication**

- Engage in reciprocal conversations for two to three exchanges.

## Mathematics

**Number Sense: Number Relationships**

- Pass out objects or food to people or characters.
- 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 water.

**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**

- 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).

### **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**

- 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).

## Social Studies

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

- Describe features of familiar places
- Use words hard/soft, rough/smooth, and water/land when describing surfaces.

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

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

### **Geography – Human Systems**

- Play the role of different family members through dramatic play.

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

- Help clean up after doing an activity.

### **Economics – Economics**

- Play store or restaurant with play or real money, receipts, credit cards, telephones.
- Role play different types of occupations.
- Recognize that things have to be paid for with money and that sometimes you can't buy what you want because you don't have enough money.

### **Individuals, Society, and Culture – Cultural Diversity**

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

## 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**

- 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.

## Visual Arts

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

- Role play imaginary events and characters in the media.

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

- Participate freely in dramatic play activities that become more extended and complex.
- Express self in dramatic play through story telling, puppetry, and other language development activities.
- Engage in cooperative pretend play with another child.

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

- Pretend through role-playing.