Early Learning Standards

for the

Build-A-Creek

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Build-A-Creek

Early Learning Content Areas that apply to using The Adventurous Child Build-A-Creek:

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

This is what the children are learning when they use the Build-A-Creek:

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

- Follow one-step spoken directions without prompts.
- Use trial and error to solve a simple problem.

Mathematics

Number Sense: Number Relationships

- Count a number of objects up to three.
- Count each object only once.
- Identify first and last.
- 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.

Algebra and Functions: Finding Patterns and Relationships

- Identify attributes of objects.
- Sort a group of objects by more than one way.

Geometry: Recognizing Common Geometric Shapes and Using Directional Words

- Give clues for finding hidden objects.
- 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.

Measurement: Time and Measurement Relationships

- Order three objects by size.
- Use any descriptive word or gesture to express amount or size.
- Use cups and tools in sand [gravel] and water.
- Identify similarities and differences in objects.

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

- Make simple cause/effect predictions.
- Make guesses related to quantity.
- Create a collection equal to objects in a collection already constructed.
- Use a tool in a new way.
- Use trial and error to solve problems.

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).
- Classify objects by different attributes (characteristics).

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).
- Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, recognizing changes in weather.
- Actively explore simple machines (e.g., pulleys, levers, wheels).
- Gain a natural sense of the forces of nature by experiencing wind blowing, temperature changes, changing seasons of the year or things falling.

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.

Social Studies

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

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

Geography – Places and Regions

- Use words hard/soft, rough/smooth, and water/land when describing surfaces.

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.