Early Learning Standards

for the

Magnetic Board and Gears

www.adventurouschild.com
513-531-7700
800-541-1954

Magnetic Board and Gears

Early Learning Content Areas that apply to using The Adventurous Child Magnetic Board and Gears:

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

This is what the children are learning when they use the Magnetic Board and Gears:

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.
- Follow two-step spoken directions with prompts.
- Use trial and error to solve a simple problem.
- Initiate turn taking in play.

Mathematics

Number Sense: Number Relationships

- Identify first and last.
- Name groups of objects.

Computation: Counting, Sorting, Classifying, and Comparing Objects

- Identify and use the concepts of “one more” and “one less”.

Algebra and Functions: Finding Patterns and Relationships

- Identify attributes of objects.

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

- Relate time to events.
- Tell what comes before and after.
- Use any descriptive word or gesture to express amount or size.
- Communicate the size of things relative to self (e.g., compared to size of finger, arms length).
- Identify similarities and differences in 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

- Interact with and explore a variety of objects, books, and materials.
- Observe and describe properties of objects.
- Make selections from the science objects and materials available.
- Use a variety of "scientific tools" (e.g., balance scales, 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.
- Classify objects by different attributes (characteristics).
- Apply previously learned information to new situations.

Scientific Thinking – Shapes and Symbolic Relationships

- Participate in activities using materials with a variety of shapes and patterns.

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).
- Actively explore simple machines (e.g., pulleys, levers, wheels).

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.

Social Studies

History - Chronological Thinking and Historical Knowledge

- Relate new experiences to past experiences.

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

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

Geography – Environment and Safety

- Help clean up after doing an activity.

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

- Participate in a variety of gross/fine motor and sensory activities.
- Attempt novel gross/fine motor and sensory activities.

Visual Arts

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.

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.
- Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.