Early Learning Standards

for the

Nature and Science Learning Center

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Nature and Science Learning Center

Early Learning Content Areas that apply to using The Adventurous Child Nature and Science Learning Center:

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

This is what the children are learning when they use the Nature and Science Learning Center:

English/Language Arts

Reading: Word Recognition, Fluency, and Vocabulary Development – Concepts About Print

- Identify five common signs or symbols.

Reading: Word Recognition, Fluency, and Vocabulary Development – Phonological Awareness

- Generate sounds from letters.

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

- Use new vocabulary learned from experiences.

Reading: Literary Response and Analysis – Emergent Literacy with Appropriate Books and Stories

- 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.
- Write using pictures, letters, and words.
- Use writing or symbols to share an idea with someone.

Writing: Writing Conventions – Handwriting and Spelling

- Use correct grasp of writing tool.

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

- Follow one-step spoken directions without prompts.

Mathematics

Number Sense: Number Relationships

- Identify first and last.
- Name groups of objects.
- Draw pictures or symbols to represent a spoken number.

Computation: Counting, Sorting, Classifying, and Comparing Objects

- Represent object/activity by drawing or selecting picture.

- 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

- Use common measuring tools in correct context.
- 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

- 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.

Social Studies

Civics and Government – Places and Regions

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

Geography – Physical Systems

- Identify seasons by temperature or other characteristics (e.g., snow, leaves changing).

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.