Early Learning Standards

for the

Store Front with Countertop

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Store Front with Countertop

Early Learning Content Areas that apply to using The Adventurous Child Store Front with Countertop:

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

This is what the children are learning when they use the Store Front with Countertop:

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.

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.

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

- Participate in activities using materials with a variety of properties (e.g., color, shape, size, name, type of material).

Social Studies

Geography – Places and Regions

- Describe features of familiar places (e.g., buildings, stores).
- Create representations of the surrounding neighborhood and community.

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

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

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.