

Early Learning Standards and how these activities apply



About the Standards

February, 2006

Dear Early Learning Practitioner,

The Pennsylvania Departments of Education and Welfare invite all early learning practitioners to make use of the recently- published Early Learning Standards. Whether you work in a school district, Head Start, child care or Early Intervention setting, you'll discover that these Standards are a useful tool to support the work you do with preschoolers. They are a guide or a framework to help you create curriculum and lesson plans that are developmentally appropriate; they spell out what children who are entering kindergarten should be able to do or learn.

When you review the Standards document, notice the set of Guiding Principles that describe the various components of quality pre-kindergarten programming. They include information about teacher-child interaction, classroom environment, children's culture and family involvement, teacher training, etc. These ten principles detail the many aspects of pre-kindergarten programs that build the foundation for good learning experiences for children.

Next, note the nine key areas of learning within the Standards. They include Approaches to Learning, Creative Arts, Language Arts, Logical Mathematics, Personal-Social, Physical-Health, Science and Social Studies. When all of these learning areas are integrated into your classroom activities, you are ensuring a comprehensive approach to curriculum and skill development that will further your students' school readiness. In addition, the 9th area, Program Partnerships, guides early learning practitioners to consider the important role that families and the community play in supporting children's development.

The Early Learning Standards are easy to read and use. The three columns for each Standard include Indicators (or the small steps or benchmarks that children take to achieve the standard), Examples (some of the ways children will show you that they are mastering the skill), and Supportive Practices. The Supportive Practices give teachers information about the ways they can help children develop the skills in each standard. They include suggested classroom materials and activities as well as suggested teaching strategies.

As you use the Early Learning Standards framework, you'll discover that everyday classroom routines like hand-washing or putting on a coat, as well as

planned learning times such as circle time or outside play, present the opportunities for children's learning. During a basic part of the day (for example, snack) children can develop skills from many of the key learning areas. Use the Standards to help your careful and intentional planning of meaningful activities that occur throughout the day.

The Crosswalk, at the back of the Early Learning Standards, will help teachers use the Standards in conjunction with other required standards or regulations. Head Start or child care programs will be able to see how each set of standards they follow work together to provide quality experiences for children.

You will probably discover that many of the standards or information contained within the Early Learning Standards have already been included in your curriculum and lesson planning. These Standards provide written validation for early learning practitioners' efforts and elevate our work to a higher level of professionalism. Help Pennsylvania create standards-based educational opportunities for all of its children – age-appropriate standards that build children's learning and school readiness while developing creative thinkers who will be successful, both in school and in life.

To download a complete copy of the Early Learning Standards, or to read our companion report on assessment and curriculum, please go to:
http://www.pde.state.pa.us/early_childhood/cwp/view.asp?Q=101706&A=179.

Sincerely,
Sue Mitchell, Pre-Kindergarten
Specialist
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Education



Key Learning Area: Approaches to Learning

Standard: Initiative and Curiosity.

AL 1.4 Use multiple strategies and all available senses to explore and learn from the environment

Wildlife Field Trip—51

Standard: Engagement and Persistence

AL 2.1 Show persistence in ability to complete a variety of tasks, activities, projects and experiences

Listening to readings of the story—27-30

AL 2.3 Demonstrate capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions

Symmetry Cutout activity-38

Obstacle Course- 44

Mouse Wiggle Dance 41

Standard: Reasoning and Problem Solving

AL 3.1 Demonstrate a growing ability to predict possible outcomes related to cause and effect

Discussing the readings- 27-30

AL 3.2 Find more than one solution to a question, task or problem

Retelling and expanding—33,36

AL 3.4 Recognize and solve problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults

Nonfiction reading/compare real mice-49-50

AL 3.5 Classify, compare and contrast objects, events and experiences

Touch and Feel Bag—53

Standard: Imagination, Creativity and Invention.

AL 5.1 Approach tasks and experiences with increased flexibility, imagination and inventiveness

Retelling and expanding—33,36

AL 5.2 Use or combine materials/strategies in novel ways to explore and solve problems

Setting up indoor/outdoor environments—32

Complete standards can be found at:

http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Early_Learning_Standards_August_05.pdf

Key Learning Area: Creative Arts

Standard: Visual Art Form

CA 1.2 Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms
CA 1.4 Show care and persistence in a variety of art projects

Symmetry Cutout Drawing activity-38

Wildlife Journaling—52

Draw Me a Mouse Story—37

Standard: Expressing Self Through Movement & Music

CA 2.1 Express self through movement
CA 2.4 Demonstrate ability to use movement and music

Mouse Wiggle Dance—41

Songs and Fingerplays—55

Standard: Dramatic Play

CA 3.1 Represent fantasy and real-life experiences through pretend play
CA 3.2 Show imagination and creativity in play
CA 3.3 Participate in teacher-guided dramatic activities (acting out a story)
CA 3.4 Express own ideas through dramatic play activities
CA 3.5 Engage in cooperative pretend play with another child

Retelling and expanding with puppets—33,36

Dollhouse play in indoor/outdoor environments—32-33

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Key Learning Area: Language and Literacy.

Standard: Receptive Language.

RL 1.1 Listen responsively to directions, stories and conversations

RL 1.2 Follow simple and multiple-step directions

RL 1.3 Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books

RL 1.6 Responds to questions

Listening to the story (all readings) –27-30

Board games –43

Symmetry Cutout Drawing—38

Mouse Wiggle Dance –41

Obstacle Course—44

Standard: Expressive Language

EL 1.2 Recite rhymes, songs, and familiar text

EL 1.3 Use an increasingly complex and varied spoken vocabulary

EL 1.4 Ask and answer relevant questions and share experiences individually and in groups

EL 1.6 Use verbal and nonverbal language to communicate for a variety of purposes

Additional readings of the story—29-30

Retelling with Puppets—33,36

Songs and Fingerplays—55

Wildlife Field Trip discussion—51-52

Standard: Comprehension

C 1.1 Retell a simple story in sequence using illustrations in a book or literary props

C 1.5 Identify facts in a selection

C 1.6 Differentiate between real and make-believe

C 1.7 Make predictions from what is read, heard or seen in illustrations

C 1.8 Use illustration clues to infer and predict what happens next in a story

All readings of the story—27-30

Nonfiction reading/real mouse discussion—49-50

Standard: Literacy.

L 3.1 Demonstrate interest in books and stories read aloud.

L 3.2 Show growing interest in reading related activities.

L 3.3 Respond and make connections to story events and characters by relating personal experiences.

L 3.5 Develop book handling skills

L 5.2 Use recognizable drawings to express thoughts, feelings and ideas

L 6.1 Represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play

All readings of the story—27-30

Nonfiction reading/real mice—49-50

Expanding on story with puppets and dollhouse environments –32-33

Symmetry Cutout drawing—38

Draw me a Mouse Story—37

Key Learning Area: Logical-Mathematical

Standard: Numbers, Numerical Representation and Numerical Operations

LM 1.6 Use ordinal number words to describe the position of objects (first, second, third)

Retelling the story –29,33
Obstacle Course (directions)—44

Standard: Understanding Patterns, Relations and Functions

LM 2.1 Recognize how things are alike (comparisons) and identify objects that belong together (classification)

LM 2.2 Sort, categorize, classify and order objects by one attribute

LM 2.5 Explain why and how objects are organized

Initial reading discussion—27
Identify parallel themes in story—27-30,38
Indoor vs. outdoor environments –32
Compare real and make-believe mice—49-50

Standard: Concepts of Space and Shape

LM 3.5 Understand directionality, order, and positions of objects, using words such as up, down, over,under, top, bottom, inside, outside,in front of, behind

LM 3.6 Show an awareness of symmetry

Additional readings of the story—29-30
Obstacle Course—44

Mouse Wiggle Dance—41

Preposition board game—43

Symmetry Cutout Drawing—38

Standard: Measurement Concepts

LM 4.3 Use standard and non-standard measures in everyday situations

Measuring Mice—in trunk

Standard: Reason, Predict and Problem Solve

LM 6.1 Make predictions based on observations and information

First reading of the story—prediction questions—27

Complete standards can be found at:

http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Early_Learning_Standards_August_05.pdf

Key Learning Area: Personal Social

Standard: Self Concept

PS 1.1 Is aware of self and one's own preferences

PS 1.2 Show independence in a wide range of activities

PS 1.3 Know and state independent thoughts and feelings

PS 1.4 Attempt new experiences with confidence and independence

PS 1.5 Show pride in accomplishments

All.

Playacting and Retelling—33,36



Standard: Self Regulation

PS 2.4 Follow rules and routines in classroom and other settings

PS 2.5 Use materials with purpose, safety, and respect

PS 2.6 Pay attention as required by the task

PS 2.7 Make transitions between activities

PS 2.8 Follow adult directions

PS 2.9 Wait before acting in required situations

Board games—43

Symmetry Cutout Activity—38

Obstacle Course—44

Mouse Wiggle Dance—41

Working with real mice/specimens—49

Standard: Social Interactions

PS 3.2 Enter into and initiates play with peers

PS 3.7 Cooperate in small and large group activities

PS 3.8 Play cooperatively with 2-3 peers for a sustained time

PS 3.9 Take turns in games and tasks

PS 3.10 Share materials when appropriate

Playacting and retelling—33,36

Dollhouse Environments—32

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Key Learning Area: Physical - Health.

Standard: Gross Motor

PH 1.1 Demonstrate control of large body movements
PH 1.3 Demonstrate spatial awareness
PH 1.4 Demonstrate coordination of body movements
PH 1.5 Combine large motor movements with the use of equipment
PH 1.6 Combine a sequence of large motor skills

Obstacle Course—44

Mouse Wiggle Dance—41

Standard: Fine Motor

PH 2.1 Demonstrate control, strength and dexterity to manipulate objects
PH 2.2 Demonstrate spatial awareness
PH 2.3 Demonstrate eye-hand coordination
PH 2.4 Demonstrate increasing control with writing and drawing implements

Puppet use—33

Draw me a Mouse Story—37

Symmetry Cutout Drawings—38

Fingerplays—55

Making mouse ears—34

Touch and feel bag—53



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Key Learning Area: Science

Standard: Scientific Method

SC 1.1 Show curiosity by asking questions and seeking information
SC 1.2 Collect, describe and record information
SC 1.3 Use tools and equipment to explore objects
SC 1.4 Make and verify predictions
SC 1.5 Compare, contrast and classify objects and data
SC 1.6 Use language that shows understanding of scientific principles
SC 1.7 Participate in scientific investigations

First reading—predictions—27

Wildlife Field Trip—51-52

Touch and Feel Bag—53

Standard Living Things

SC 2.1 Recognize the difference between living and nonliving things
SC 2.3 Understand that plants and animals have life cycles
SC 2.4 Notice similarities and differences and categories of plants and animals

Wildlife Field Trip—51-52

Nonfiction reading/real mouse discussion—49-50

Standard: Physical World

SC 3.4 Use five senses to explore world

Wildlife Field Trip—51

Touch and Feel Bag—53

Standard: Earth and Space

SC 4.4 Understand the importance of natural resources; that the environment provides for the needs of the people
SC 4.5 Show beginning understanding of how human activities may change the environment

Wildlife Field Trip – 51-52

Complete standards can be found at:

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Key Learning Area: Social Studies

Standard: Community

SS 1.1 Identify similarities and differences of personal characteristics

SS 1.2 Demonstrate an appreciation of one's own characteristics and those of others and others' cultures

SS 1.3 Display an awareness of his/her role as a member of a group, such as the family or the class

SS 1.4 Show understanding of how individuals work together to achieve group goals

SS 1.5 Recognize how things are spatially related to one another

SS 1.6 Describe the characteristics of where s/he lives and visits

Compare and contrast indoor and outdoor mice—27-28,32

Indoor/outdoor environment setup—32

Wildlife field trip—51-52

Retelling with Puppets—33,36

Standard: Past, Present and Future

SS 2.1 Demonstrate understanding of the sequence of events

Additional readings of the story—29-30

Obstacle course—44

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