

Friday 01/16/2015

## Farm Preschool

### Standards:

- LS.R.1** Demonstrate understanding of increasingly complex concepts and longer sentences.
- LS.R.3** Follow two-step directions or requests.
- LS.R.2** Ask meaning of words.
- LS.E.1** Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.
- LS.E.2** Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)
- LS.E.5** With modeling and support, use the conventions of standard English (Grammar):
- Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.
  - Form regular plural nouns orally by adding /s/ or /es/.
  - Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).
  - Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with).
  - Produce and expand complete sentences in shared language activities.
- LS.E.8** Identify real-life connections between words and their use. (Vocabulary)
- LS.E.9** With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)
- LS.S.1** With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).
- LS.S.2** With modeling and support, continue a conversation through multiple exchanges.
- RD.F.1** With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.
- RD.PA.1** With modeling and support, recognize and produce rhyming words.
- RD.PA.6** With modeling and support identify initial and final sounds in spoken words.
- RD.L.1** With modeling and support recognize and read familiar words or environmental print.
- RD.L.2** With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.
- RD.L.3** With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.
- RD.L.4** With modeling and support, recognize the sounds associated with letters.
- WR.P.2** Demonstrate an understanding of the structure and function of print.
- WR.P.5** With modeling and support show awareness that one letter or cluster of letters represents one word.
- MA.N.1** Count to 20 by ones with increasing accuracy.
- MA.N.3** Identify without counting small quantities of up to 3 items. (Subitize)
- MA.N.5** Understand that the last number spoken tells the number of objects counted.
- MA.N.6** Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.
- MA.R.1** Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.
- MA.A.1** Sort and classify objects by one or more attributes (e.g., size, shape).
- MA.M.1** Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).
- MA.M.2** Order objects by measureable attribute (e.g., biggest to smallest, etc.).
- MA.M.3** Measure length and volume (capacity) using non-standard or standard measurement tools.
- MA.G.1** Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.
- MA.G.2** Understand and use names of shapes when identifying objects.
- MA.G.4** Compare two-dimensional shapes, in different sizes and orientations, using informal language.
- SED.S.2** Communicate a range of emotions in socially accepted ways.
- SED.S.3** Identify the diversity in human characteristics and how people are similar and different.
- SED.S.5** Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.
- SED.S.6** Demonstrate the ability to delay gratification for short periods of time.
- SED.S.7** With modeling and support, show awareness of the consequences for his/her actions.
- SED.S.8** Show confidence in own abilities and accomplish routine and familiar tasks independently.
- SED.R.2** Seek security and support from familiar adults in anticipation of challenging situations.
- SED.R.3** Separate from familiar adults in a familiar setting with minimal distress.
- SED.R.4** Engage in extended, reciprocal conversations with familiar adults.

- SED.R.5** Request and accept guidance from familiar adults.
- SED.R.6** Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.
- SED.R.7** Demonstrate socially competent behavior with peers.
- SED.R.9** Express concern for the needs of others and people in distress.
- SED.R.10** Show regard for the feelings of other living things.
- PMD.M.1** Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).
- PMD.M.3** Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).
- PMD.M.4** Demonstrate spatial awareness in physical activity or movement.
- PMD.M.5** Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.
- PMD.M.6** Use classroom and household tools independently with eye-hand coordination to carry out activities.
- PMD.M.8** Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.
- PMD.W.1** Identify and describe the function of body parts.
- PMD.W.2** Participate in structured and unstructured active physical play exhibiting strength and stamina.
- PMD.W.3** Demonstrate basic understanding that physical activity helps the body grow and be healthy.
- PMD.W.4** Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.
- PMD.W.5** Distinguish nutritious from non-nutritious foods.
- PMD.W.7** Follow basic health practices.
- PMD.W.8** With modeling and support, identify and follow basic safety rules.
- PMD.W.9** Identify ways adults help to keep us safe.
- PMD.W.10** With modeling and support, identify the consequences of unsafe behavior.
- PMD.W.12** With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.
- SIA.1** Observe and ask questions about the natural environment.
- SIA.3** Employ simple equipment and tools to gather data and extend the senses.
- SIA.4** Use appropriate mathematics with data to construct reasonable explanations.
- SIA.5** Communicate about observations, investigations and explanations; and
- SIA.6** Review and ask questions about the observations and explanations of others.
- ATL.I.1** Seek new and varied experiences and challenges (take risks).
- ATL.I.2** Demonstrate self-direction while participating in a range of activities and routines.
- ATL.I.3** Ask questions to seek explanations about phenomena of interest.
- ATL.I.4** Develop, initiate and carry out simple plans to obtain a goal.
- ATL.E.1** Demonstrate awareness of happenings in surroundings.
- ATL.E.2** Focus on an activity with deliberate concentration despite distractions.
- ATL.E.3** Carry out tasks, activities, projects or experiences from beginning to end.
- ATL.E.4** Focus on the task at hand even when frustrated or challenged.
- ATL.C.3** Engage in inventive social play.
- CGK.C.2** With modeling and support remember and use information for a variety of purposes.
- CGK.C.4** Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).
- SS.H.1** Demonstrate an understanding of time in the context of daily experiences.
- SS.GE.1** Demonstrate a beginning understanding of maps as actual representations of places.
- SS.GO.1** Understand that everyone has rights and responsibilities within a group.
- SS.GO.2** Demonstrate cooperative behaviors and fairness in social interactions.
- SS.GO.3** With modeling and support, negotiate to solve social conflicts with peers.
- SS.GO.4** With modeling and support, demonstrate an awareness of the outcomes of choices.
- SS.GO.5** With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.
- SS.E.1** With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.
- SS.E.3** With modeling and support, demonstrate responsible consumption and conservation of resources.