

# Learning Box Preschool Curriculum Alignment with the The Foundations to the Indiana Academic Standards

## English/Language Arts Reading

### **Demonstrates Awareness of Sounds**

ELA.1 - Phonological awareness is an “ear” skill. It is the ability to hear and manipulate the sounds of words, recognize that speech is composed of sounds, that some words rhyme, and that sounds can be manipulated. This is a foundation for phonemic awareness. Phonemic awareness is the ability to recognize the smallest units of sounds in words (the word pink begins with the sound /p/). Learning to read requires that children have considerable awareness of the sound structure of spoken language. Few young children acquire phonemic awareness unless teachers and other adults take the opportunity to draw attention to the sounds and phonemes of spoken words. The developmentally progressive steps to mastering awareness of sounds are: responds to sounds in the environment; produces a variety of sounds; produces and blends the sounds of letter patterns into recognizable words; compares sounds of different words; distinguishes sounds within words.

#### ***Learning Box Preschool Foundational Skills***

*LL 1.1 Demonstrates understanding of sounds, rhyme, and patterns in letters and words*

*LL 3.1 Identifies letters and words*

### **Reading: Foundational Skills - Print Concepts; Phonics and Word Recognition**

#### **Demonstrates Awareness of Symbols**

ELA.2.1 - There is a continual connection between early language development and learning to read. The early choices adults make for young children determine whether a child will achieve success as a future reader. To help promote early reading development, adults should provide many pleasurable experiences with books and other reading material. Print awareness is a child's earliest understanding that written language carries meaning. Young children may begin “reading” by pointing to the pictures and talking about them. Later, they will begin to put the pictures together to tell a story. Print awareness occurs when a child attempts to attend to the print while “reading.” Print awareness is a major predictor of a child’s future reading achievement and serves as the foundation upon which phonological and conceptual skills are built. Reading decoding skills is the ability to make sense of printed words. Decoding and word recognition begin when a child understands that there is a relationship between letters and sounds, and that letters put together form words. Children observe adults as they model ways to use the words. Adults have a critical role in discerning when experiences with language and reading prepare a child to enter into another level of literacy development. Adults also create and utilize the “teachable moments” when the child begins to see how letters form words. The developmentally progressive steps to mastering the awareness of symbols are: responds to familiar pictures; labels familiar pictures; recognizes familiar symbols; compares, combines, and orders letters and letter sounds; recognizes that letters make words and words make sentences.

#### ***Learning Box Preschool Foundational Skills***

*LL 4.1 Builds meaning of words*

*LL 3.1 Identifies letters and words*

*LL 3.2 Understands that letters and words have meanings*

*LL 2.1 Shows understanding of print concepts*

*LL 8.2 Aware that words and symbols can be written down and read*

## **Reading: Foundational Skills - Informational Texts**

### **Uses Print for Pleasure and Information**

ELA.3 - Children love the intimacy of reading with an adult. Teachers, parents, and caregivers should find time daily to read with every child. Being read to as an infant or young child is a pleasant memory for many of us. The pleasure that is experienced between an adult and a child when they read together contributes to the child's interest in repeating that experience on their own. Quickly, children learn that information is contained first in the pictures of a book, but soon that words on a page convey meaning, too. Holding a book upright is often the beginning of using a book for pleasure, not just imitating what an adult does with a book. Favorite books of a child are often memorized by the adult who is asked to read it repeatedly. The child imitates "reading" the story from their memory long before they can actually read the words. Preschool children will learn to orient to a title, author and the print of a book and be able to select a book based on the content inside. In building a foundation for reading and understanding a variety of materials, young children need experiences with language and a variety of reading materials. They need to see adults obtaining and using information from many different printed sources: recipes, manuals, newspapers, Websites, books, encyclopedias, and many others. Young children learn that books and technical materials are a major source of needed and useful information. They also begin to recognize the different formats in which informational materials come. The developmentally progressive steps to mastering the use of print for pleasure and information are: engages with a book; imitates proper handling of books; distinguishes print from pictures; orients to print in books; chooses reading activities for meaning.

#### ***Learning Box Preschool Foundational Skills***

*LL 4.1 Builds meaning of words*

*2.1 Shows understanding of print concepts*

*LL 5.1 Responds to text*

*LL 5.2 Listens for understanding and responds appropriately*

*LL 3.2 Understands that letters and words have meanings*

## **Reading: Literature: Stories, Novels, Drama, and Poetry**

### **Comprehends Details of Events and Main Ideas**

ELA.4 - Lullabies and nursery rhymes are often the young infant's first stories. The repeated use of a song or nursery rhyme develops memory in the young infant as they anticipate a key phrase or action. Photos and picture books are compelling to toddlers who look with great interest as an adult describes who and what is in the picture. The older toddler will then begin to participate in "reading" or telling a story in a picture or book when they point to details in recognition. Later comprehension of events, stories, and main ideas is demonstrated by preschool children as they retell that story and later answers questions about the story. The developmentally progressive steps to mastering the skill of comprehension of details are: reacts to a story or event; identifies details from a story or picture; talks about characters and settings; retells familiar stories; comprehends and responds to stories.

#### ***Learning Box Preschool Foundational Skills***

*LL 1.1 Demonstrates understanding of sounds, rhyme, and patterns in letters and words*

*LL 5.1 Responds to text*

*LL 5.2 Listens for understanding and responds appropriately*

*LL 5.3 Compare and contrast*

*LL 6.1 Participates in conversations*

*LL6.2 Share stories and/or information*

## Writing

### **Writes for a Specific Purpose**

ELA.5 - Various components of literacy, including writing, develop early in life in an interrelated manner. Children who see themselves as readers and writers engage in a variety of literacy-related behaviors. Early attempts and approximations at standard writing (often viewed as “just scribbles” by adults) are legitimate elements of literacy development. Children’s acquisition of writing typically follows general developmental stages, and individual children will become writers at different rates and through a variety of activities. Learning to write involves much more than learning to form alphabet letters. It involves understanding: 1. The level of speech alphabet letters represent. 2. The ways in which print is organized on a page. 3. The purposes for which writing is used. 4. The various conventions associated with various purposes. 5. That the writer must think about the reader’s reaction to the writing.

Access to writing materials and adults who give encouragement and positive feedback are critical to children experimenting with and gaining facility in writing. Early writing experiences foster the development of key aspects of literacy such as print awareness, functions of print, and phonological awareness in young children. Young children extend their acquisition of literacy into writing much as they did learning to talk, by seeing it used by the adults and older children in their lives and by using, initially, rudimentary forms of writing. Children need to experience the writing of oral language into symbols and the decoding of written language into speech in many different contexts and for many different purposes. They also need to see themselves and others engaging in this process in ordinary daily activities. Adults need to accept their early attempts as valid expressions. The developmentally progressive steps to mastering using writing for a purpose and specific audience are: intentionally makes marks or scribbles; associates writing with a purpose; creates writing with the intention of communicating; produces recognizable writing that conveys meaning; gathers ideas for writing for a purpose.

#### ***Learning Box Preschool Foundational Skills***

*LL 8.1 Writes letters, words, and name*

*LL 8.2 Aware that words and symbols can be written down and read*

## Language Conventions

### **Uses Writing Implements**

ELA.6 - Children make their first artistic gestures and attempts at writing the first time they flail their hands in the air. Infants and toddlers use these experimentations as well as large motions, a variety of materials and differing levels of intent to develop in the area of writing. Children need to experiment with a variety of “writing” techniques such as scribbling, drawing, and finally developing actual writing skills. Instead of worrying about the finished product adults should promote the child’s experimentation and effort in using materials in their own creative manner. By using the knowledge of letter names and sounds and unconventional (invented) spellings, young children develop an impressive appreciation of the phonemic structure of the English language. Children gain confidence in their growing ability to translate their communication into writing if the adults in their environment are more interested in what they are trying to say, than on their use of conventional letter formation and/or spellings. Observation may reveal that the child is actually representing what she hears adults saying. Children who are learning English or who have language delays need to have their early attempts accepted and encouraged. It is better to build confidence than correctness at this stage of writing. The developmentally progressive skills of using writing implements are: grasps writing tools; imitates specific writing strokes to make a picture; copies specific writing marks; approximates writing strings of letters; writes from left to right, spacing letters correctly.

### ***Learning Box Preschool Foundational Skills***

*PD 3.1 Controls small muscle movement*

*PD 3.2 Manipulates varied objects*

*PD 3.3 Exhibits hand-eye coordination*

**Speaking and Listening** - Comprehend and Collaborate Demonstrates Receptive Language ELA.7 - Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes. Talking makes children familiar with words and ideas that they need to enjoy and understand fiction and nonfiction books, including math, science, history, art, and other academic subjects that they will encounter later. The process of acquiring language is complex. During the infant and toddler years, children need relationships with caring adults who engage in many one-on-one, face-to-face interactions with them to support their oral language development and lay the foundation for later literacy acquisition (Newman, S.B., Copple, C. & Bredekamp, S.,2000). Children learn to communicate long before they speak. They use sounds, gestures, and facial expressions to communicate what they want and need. The caregiver or parent can facilitate communication by being attentive to an infant's signals such as babbling and cooing. Their speech development is facilitated by an encouraging partner who responds to their beginning communications, repeats their sounds, offers sounds for them to imitate, and explains events to the infant while they are taking place. As the toddler grows and develops, there is a wide range of normal language development. Adults can communicate actively with toddlers by modeling good speech, listening carefully, making use of and expanding on what they say, and helping them with new words and phrases. The developmentally progressive steps to mastering the skills of understanding language are: responds to cues in the environment; responds to familiar gestures and words; follows a familiar verbal or signed direction; follows and unfamiliar direction; follows directions with steps and descriptors.

### ***Learning Box Preschool Foundational Skills***

*LL 5.2 Listens for understanding and responds appropriately*

*AI 5.3 Follows directions*

*LL 6.1 Participates in conversations*

*LL 6.2 Shares stories and/or information*

*LL 7.1 Enjoys reading*

*LL 7.2 Participates in reading*

*SE 3.4 Initiates learning*

*LL 4.2 Uses age appropriate grammar*

### **Demonstrates Expressive Language**

ELA.8 - Children learn to communicate expressively when an adult talks with them. As older infants coo and later begin to babble, the adult who talks back to that child begins the reciprocal interchange that helps a young child learn to communicate. Young children first use single words to help adults and others to understand their needs, ask questions, express feelings, and solve problems. Later they learn to put two words together and advance to phrases. Grammar comes a bit later, but practicing talking teaches children how to communicate. In building a foundation for speaking for a variety of purposes, young children need many opportunities to formulate language rules and communicate their ideas to adults and children. Adults who care about the child's self-esteem and development of oral communication, respond to information, questions, or requests with respect, interest, and eye-contact. Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes. The developmentally progressive steps to mastering expressive language are: uses gestures or sounds to communicate; uses single words to communicate; uses two-

word phrases and sentences with simple grammatical rules; uses varied grammar in expression; shares information and ideas to describe, explain, predict

***Learning Box Preschool Foundational Skills***

*LL 4.2 Uses age appropriate grammar*

*LL 5.2 Listens for understanding and responds appropriately*

*LL 6.1 Participates in conversations*

*LL 6.2 Shares stories and/or information*

*SE 1.2 Demonstrates confidence*

## **Mathematics**

### **Counting, Cardinality, and Operations in Base Ten**

#### **Counting and Quantity**

M.1 - Learning the meaning of numbers is more than learning how to count. It involves the ability to think and work with numbers and understand their relationships and the different uses for numbers. Counting lays the foundation for children's early work with numbers. Counting a wide variety of objects is helpful in order for children to appreciate the breadth of the application of counting skills. Children enjoy practicing counting games from the time they learn to talk, e.g. counting fingers and toes. Infants and toddlers learn the meaning of numbers in everyday experiences the adult provides, e.g., a cookie for each hand – one, two. Everyday experiences the adult provides in the home, classroom, and nature allows children opportunities to watch, play, and interact with others to learn number vocabulary and to discover number relationships. The developmentally progressive skills to mastering counting and quantity are as follows: demonstrates the awareness of the presence of objects; identifies more; uses numbers to compare; names and orders quantities; describes relationships between numbers and quantity.

***Learning Box Preschool Foundational Skills***

*M1.1 Understands and identifies numbers and quantities*

*M 1.2 Identifies numbers and relationships*

### **Operations and Algebraic Thinking**

#### **Computation**

M.2 - Math skills begin when a baby begins to notice what is around him. A baby may notice when a favorite blanket or stuffed animal is missing or "subtracted" from the room or put in view or "added to" the room, this is the beginning of understanding computation. Math thinking is occurring when an adult asks, "Which animal is bigger" or when a child asks for "one more." Comparing quantities is not dependent on knowledge of counting skills. Because young children do not use math words spontaneously, an adult helps them understand math words such as more, less, smaller than, bigger than, different than. These words help children describe the size and shape of objects and the relationships of objects to one another. Understanding the meaning of these words will help children perform simple operations of adding to and taking away when the child gets older. In building the foundation for computation, children need opportunities to observe adults and peers applying mathematical concepts and using problem-solving techniques. Including these concepts in their play and in adult-supported activities, enhances children's understanding. The developmentally progressive skills to mastering computation are: manipulates objects for a purpose; matches objects and sets; makes a set of objects smaller or larger; follows models of addition or subtraction situations; describes the application of addition and subtraction situations.

### ***Learning Box Preschool Foundational Skills***

*M1.1 Understands and identifies numbers and quantities*

*M 1.2 Identifies numbers and relationships*

*S 1.1 Engages in observation and investigation*

*CE 4.1 Participates in dramatic play*

*M 2.2 Classifies, sorts, and/or charts*

*M 4.1 Compares and orders*

## **Measurement and Data**

### **Time**

M. 3 - Measurement is a frequently used application of mathematical concepts. Early measurement concepts also include attributes such as length, volume, area, weight, and time. Children need many opportunities to explore and discover the increments of time. They learn by applying concepts of time to real life situations in order to construct the meaning of time. As children begin to be aware of time they will associate an activity to familiar routines or schedules, e.g. meal time, nap time, bath. The timing of schedules is quickly computed by a young child's knowledge of the sequence of daily events. The concepts of morning, afternoon, night, day, today, tomorrow, and yesterday develop in preschool children as they associate experiences to the time of occurrence. The developmentally progressive steps to mastering the concept of time are: anticipates a routine; uses vocabulary to identify events in a routine; sequences events; uses measuring vocabulary units for time; uses measuring units for time.

### ***Learning Box Preschool Foundational Skills***

*M 4.2 Measures and/or estimates*

*LL 4.1 Builds meaning of words*

### **Location**

M.4 - Early geometry concepts involve shape, size, position, space, movement, and direction. Geometry helps a child describe and classify the physical world they experience. Children typically enjoy exploring objects by dropping, rolling, throwing, submerging, or waving them. They are curious to explore with their whole body by running, climbing, building, taking things apart and putting them together again. These examples of early exploration are a child's way of becoming aware of themselves in relation to people and objects around them. To a child, this is understanding how the world works. To build the foundation for recognizing shapes and using directional words, children need opportunities to explore the size, shape, position, and movement of objects within their physical environment. Spatial reasoning (describing the position, direction, and distance of objects in relation to the child) begins as children become aware of their bodies and personal space within their physical environment. Children learn to recognize, draw, and describe shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. The developmentally progressive steps to mastering the concept of location are: demonstrates an awareness of the location of objects; identifies location; follows directions involving location; communicates with location words; uses prepositions to describe location.

### ***Learning Box Preschool Foundational Skills***

*M 1.2 Identifies numbers and relationships*

*LL 4.1 Builds meaning of words*

*M3.1 Identifies shapes*

*M 3.2 Comprehends positions in space*

*PD 2.2 Uses locomotor skills*

*PD 3.1 Controls small muscle movement*

### *PD 3.2 Manipulates varied objects*

#### **Length, Capacity, Weight, Temperature**

M.5 - Measurement is a frequently used application of mathematical concepts. Counting is a type of measurement because it measures how many items are in a collection. Early measurement concepts also include attributes such as length, volume, area, weight, and time. Young children may learn that the properties exist, but they do not know how to reason about these attributes or measure accurately until later on. Young children develop measurement ideas over an extended time because the concept is quite complex. As young children explore objects/things by looking at, touching, or directly comparing them, they begin to understand the difference in the attributes of objects, an application of measurement. As preschool children begin to use actual measurement instruments and explore measurement relationships, they apply the results to real life situations in order to construct concepts of measurement. The developmentally progressive steps to mastering the concept of size, length, capacity, weight, and temperature are: explores measurement attributes; distinguishes between big and little/small and hot and cold; differentiates gradients of size and weight; uses common measuring tools in correct context; makes direct measurement comparisons.

#### ***Learning Box Preschool Foundational Skills***

*PD 3.1 Controls small muscle movement*

*PD 3.2 Manipulates varied objects*

*M 4.2 Measures and/or estimates*

*LL 4.1 Builds meaning of words*

*S 1.1 Engages in observation and investigation*

### **Geometry**

#### **Sorting and Classifying Objects**

M.6 - Learning to model, explain, and use addition and subtraction concepts in problem solving situations begins with the opportunity for young children to count, sort, compare objects, and describe their thinking and observations in everyday situations. When young children are provided an engaging environment to explore a variety of shapes, sizes, colors, and texture in their environment, they learn to differentiate the attributes of those shapes, sizes, colors, and textures. This exploration helps children develop the foundation for identifying patterns and recognizing relationships between patterns. They learn to identify and describe patterns using mathematical language when there are opportunities to sort, classify, and label things in their environment. Preschool children continue to need hands-on activities to explore and describe patterns and relationships involving numbers, shapes, data, and graphs in problem-solving situations. They learn to model, explain, and use addition and subtraction concepts in problem solving situations when given the opportunity to count, sort, compare objects, and describe their thinking and observations in everyday situations. The developmentally progressive steps to mastering the concepts of sorting and classifying are: explores attributes (e.g. shape, size, color); matches same attributes; matches opposites; sorts and patterns by one attribute; sorts and patterns by more than one attribute

#### ***Learning Box Preschool Foundational Skills***

*M 5.1 Solves mathematical problems*

*M1.1 Understands and identifies numbers and quantities*

*M 1.2 Identifies numbers and relationships*

*LL 4.1 Builds meaning of words*

*LL 6.2 Shares stories and/or information*

*S 1.1 Engages in observation and investigation*

*M 2.2 Classifies, sorts, and/or charts data*  
*M 3.1 Identifies shapes*  
*M 4.1 Compares and orders*

## **Social and Emotional**

### **Sense of Self and Others**

SE.1 - Success in core emotional skills of self-regulation and relationships leads children to develop positive feelings about themselves. Self-confidence, self-esteem, and a positive self-image are additional benefits of emotional wellbeing. Armed with this positive self-image gained through positive early relationships and self-regulation, children enter school prepared to succeed. To demonstrate skills in a sense of self and others, the developmental skill progression is: demonstrates self-awareness; demonstrates independence; engages with others; demonstrates respect for self and others.

#### ***Learning Box Preschool Foundational Skills***

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*SE 1.2 Demonstrates confidence*

*SE 2.1 Makes positive social connections*

*AL 4.2 Displays a positive attitude*

*SE 2.2 Cooperates*

### **Manages Emotions**

SE.2 Early in life, the baby relies on adults to provide the behavioral and emotional supports needed for physiological regulation to develop. Problems in regulation are shown in infancy through difficulties in sleep, feeding, and calming. Over time, young children gradually become more consistent in sleep and feeding schedules, showing the increasing skill in self-regulation that comes with maturity. For preschool children, problems in self-regulation are classically displayed as aggression. By the latter part of the second year of life, more sophisticated regulation skills, such as impulse control and frustration tolerance begin to emerge. To demonstrate skills in managing emotions, the developmental steps are: expresses a variety of emotions; responds to a variety of emotions; manages emotions with adult assistance; independently uses strategies to manage emotion.

#### ***Learning Box Preschool Foundational Skills***

*SE 4.1 Manages emotions Appropriately*

*AL 4.1 Accepts change and failure*

*AL 4.2 Displays a positive attitude*

*SE 2.2 Cooperates*

### **Interpersonal Skills**

SE.3 Starting in infancy, supportive interactions with caring adults not only build a baby's ability to regulate her emotions, but also help the baby learn how to have good relationships with others. Simple, everyday caregiving actions are what are needed to help babies attain both social and emotional competence. The parent who talks and plays with their baby in a sensitive way helps the baby's brain continue to grow and develop well into the second year of life. Teachers, early interventionists, and child care professionals who are sensitive and responsive to the child's experiences and needs also play a role in the development of social competence. Through responsive and nurturing caregiving, every adult can make a significant difference in the lives of babies the grownups they will become. The developmental progressive steps to mastering interpersonal skills are: interacts with caregiver; engages in parallel play; interacts with others; engages in cooperative interactions.

### ***Learning Box Preschool Foundational Skills***

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*SE 2.1 Makes positive social connections*

*AL 4.2 Displays a positive attitude*

*SE 2.2 Cooperates*

*SE 2.3 Shows empathy for others*

*SE 3.3 Cooperates within shared space*

*SE 4.1 Manages emotions Appropriately*

*AL 5.1 Initiates social interactions*

*AL 2.2 Communicates verbally or through body language*

## **Responsibility**

SE.4 As in the other areas of social-emotional skill development, young children depend on caring adults to support them in understanding and gaining control in navigating routines, relationships and schedules. We live with and among others, so routines, relationships, rules and schedules govern how we need to function to succeed in those groups and environments. The young child's ability to anticipate simple daily routines leads to following routines, directions, rules, and interacting and working successfully with others. Complying with limits, boundaries, and social rules is how we would begin to see the development of responsibility in young children. The developmental progressions of skills to mastering responsibility are: recognizes steps in familiar routines; follows familiar routines; follow rules; applies rules to situations.

### ***Learning Box Preschool Foundational Skills***

*SE 3.5 Accepts responsibility*

*SS 1.1 Identifies personal and family roles within their community*

*SS 2.1 Understands citizenship and responsibility*

## **Problem Solving**

SE.5 When caring adults provide infants, toddlers, and preschool aged children with developmentally appropriate learning environments and sensitive respectful relationships, their innate motivation to explore and discover the —world around them is stimulated. The older infant and toddler use their whole bodies to experiment with concrete objects, they learn by seeing, hearing, feeling, and tasting to know what it is, what it does, how can I manipulate it. These early sensory experiences give way to expanded thinking as they are given increasingly complex —problems or toys/activities to explore. Thoughtful and accessible learning environments and trusting relationships with adults will provide young children what they need to find pleasure in learning and develop confidence from their success in navigating and exploring their environments and relationships. It is these early play experiences that become the precursors to language, early literacy, early math skills, and social skills. The developmental progression of skills to demonstrate mastery of problem solving is: initiates an action to get a desired effect; uses trial and error to manipulate objects; searches for possible solutions; finds alternative strategies and solutions.

### ***Learning Box Preschool Foundational Skills***

*AL 1.2 Can visualize a solution*

*AL 5.2 Participates in "shared thinking"*

## **Approaches to Learning**

SE.6 In addition to social competence, —school readiness starts in the cradle as early relationships have many consequences for later outcomes, both immediate and future. All aspects of social and emotional wellness are intertwined: A baby that has experienced positive relationships with caring adults is more alert, easier to calm, and sleeps and feeds well. Toddlers who have positive relationships are cooperative and can confidently explore and learn in many environments. As young children enter preschool and kindergarten, a base of positive relationships leads to better peer relationships, play skills, and ability to attend and benefit from classroom content. These benefits continue into later school years and adulthood, leading those who have experienced positive early relationships to have advantages including better social, cognitive, and academic skills and to avoid risky behavior, including drug use, early pregnancy, and dropping out. The young child demonstrates this progression of skills in her approaches to learning: demonstrates curiosity; sustains attention to preferred activities; sustain attention to a challenging activity; applies creativity to activities.

### ***Learning Box Preschool Foundational Skills***

*AL 1.1 Uses imagination and creativity to create new ideas or extend understanding*

*AL 2.1 Ability to learn for longer periods of time.*

*AL 3.1 Demonstrates a desire to seek out information*

*AL 3.2 Ask questions and problem solves*

*AL 4.1 Accepts change and failures*

*AL 4.2 Displays a positive attitude*

*AL 4.3 Freedom to explore ideas with others*

*AL 5.1 Initiates social interactions*

## **Sensory Integration**

P.1 - The ability to take in information through all five senses (touch, hearing, sight, taste, smell) is present at birth. Along with their five senses, the infant can also notice changes in body position (kinesthetic) at birth. Most babies can also recognize and integrate information from more than one sensory system early in life. Over time and with experience, the young child gains a feeling of mastery and pleasure from body movement, sensation, and can effectively communicate their comfort or discomfort to information received through the senses.

### ***Learning Box Preschool Foundational Skills***

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*AL 2.2 Communicates verbally or through body language*

## **Physical Stability**

P.2 - Beginning at birth, young children start the process of gaining control over their bodies. As muscles strengthen and coordination improves, gains are seen in the ability to control the head, trunk, and arms. Their strength allows young infants to transition to movement while their tummy or back to the ability to sustain balance in an upright position, e.g. sit, pulling to stand, reaching while sitting. Their new found physical stability provides children the competence in fine and gross motor skills, to be able to use new capacities for fun in play and to become more self-sufficient.

### ***Learning Box Preschool Foundational Skills***

*PD 2.1 Displays balance and coordination*

*PD 2.2 Uses locomotor skills*

*PD 3.1 Controls small muscle movement*

*PD 3.2 Manipulates varied objects*

*PD 3.3 Exhibits hand-eye coordination*

## **Gross Motor Skills**

P.3 - Movement skills young infants' progresses rapidly from maintaining head control, to movement while on their tummy or back, to being able to roll, crawl or creep. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects. Gross motor skill become refined as they now are motivated to move in an upright position, e.g. walking with hands held or holding onto furniture. Navigating differences in surface levels also provides new challenges in gross motor skill development, e.g. stairs. A toddler's independent walking quickly expands to walking hurriedly to running, The preschool child continues to build strength in their large muscles as they practice riding a tricycle, hopping, jumping, and simple tumbling movements. Young children begin to develop movement vocabulary and to use terminology accurately. The children apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/ right, personal and general space, effort and force (hard/soft), and speed and flow (fast/slow).

### ***Learning Box Preschool Foundational Skills***

*PD 2.1 Displays balance and coordination*

*PD 2.2 Uses locomotor skills*

## **Object Control**

P.4 - The child's world is full of interesting things to reach out and touch, hold and explore, thus the need for vigilant baby proofing of rooms. Grasping an adult finger and later an adult's eye glasses or earrings is an infant's demonstration of their desire to reach and hold onto something with their hands. Intentional grasping develops before intentional releasing of objects. The ability to use both hands in the middle of the body is not only an essential neurological ability, but allows for efficient use of hands to explore objects, e.g. throwing, catching and kicking balls.

### ***Learning Box Preschool Foundational Skills***

*PD 3.2 Manipulates varied objects*

*PD 3.3 Exhibits hand-eye coordination*

## **Precision Hand Skills**

P.5 - The early ability to grasp and explore and object with their hands, transitions into the ability to manipulate objects by using the muscles of the arms, hands, and isolating fingers. These skills are the foundation to the later academic skills of cutting with scissors, writing, and completing mathematical tasks.

### ***Learning Box Preschool Foundational Skills***

*PD 3.1 Controls small muscle movement*

*PD 3.2 Manipulates varied objects*

*PD 3.3 Exhibits hand-eye coordination*

## **Personal Care Oral Motor Development**

PC.1 - Newborns begin to develop oral motor control of lips and tongue and to swallow to they are able to take in liquids (food) to gain weight for survival. As infants develop, they gain increased oral motor control to tolerate thicker liquids and then transition to more complex textures, from lumpy to crunchy to meats. Oral Motor skills allow a child to take in foods, keep food in their mouth, move it around, and swallow it without choking.

### ***Learning Box Preschool Foundational Skills***

*PD 1.2 Comprehends and applies safety rules*

*PD 3.1 Controls small muscle movement*

- PD 3.2 Manipulates varied objects*
- PD 3.3 Exhibits hand-eye coordination*

## **Self Feeding**

PC.2 - Young children develop self-feeding skills much like other physical skills, in gradual steps of control. Younger infants may “ready” themselves by quieting and holding still when they see their bottle, while older infants begin to assist in feeding when they place their hands on a bottle being fed to them. Young toddlers first use their hands and fingers to get food into their mouths, and then become interested in spoons as they grab at and try to use accurately. Bottle feeding or nursing gives way to cup or sippy cup being handled independently by the older infant. Self-feeding by using utensils like any developmental skill requires practice to achieve accuracy and success. Spoon feeding transitions to using a fork and child sized knives to spread.

### ***Learning Box Preschool Foundational Skills***

- PD 3.1 Controls small muscle movement*
- PD 3.2 Manipulates varied objects*
- PD 3.3 Exhibits hand-eye coordination*

## **Dressing/Undressing**

PC.3 - Long before family members teach young children to dress and undress, clothing becomes a curiosity for children and therefore, something to explore. Dressing and undressing are excellent examples of how children learn by doing. Beginning skills of dressing can be demonstrated by older infants when they raise their arms to assist in putting on clothes or coats. And, it is not unusual to find older infants taking off their socks or booties and hats, and young toddlers successfully undressing. Having “dress-up” clothing to put on and take off is a favorite pretend play activity of older toddlers and preschool children. This activity builds personal care and hand skills, as well as cognitive and social skills.

### ***Learning Box Preschool Foundational Skills***

- PD 1.1 Practices daily self-care*
- SE 3.4 Initiates learning*
- PD 3.1 Controls small muscle movement*
- PD 3.2 Manipulates varied objects*
- PD 3.3 Exhibits hand-eye coordination*

## **Care of Hands, Face, Nose**

PC.4 - Young children gradually learn how to take of cleaning their hands, face and nose with lots of prompting, in clear directions/steps, with assistance and modeling from adults or other children. Young children can be overwhelmed by a Kleenex coming towards them out of nowhere to wipe at their nose or mouth. Being prompted to take control over this necessary task, may be motivating for some two and three old children, as they are shown the steps in taking of their face and understand the expectations from adults. The older preschool child will be helped by the expectation of taking of their body, again with prompts, consistent routines, and appropriate supports.

### ***Learning Box Preschool Foundational Skills***

- PD 1.1 Practices daily self-care*
- SE 3.4 Initiates learning*
- PD 3.1 Controls small muscle movement*
- PD 3.2 Manipulates varied objects*
- PD 3.3 Exhibits hand-eye coordination*

## Toileting

PC.5 - Learning how to use the toilet takes physical control, emotional readiness, and cognitive understanding. Generally, preschool girls may learn to use the toilet before the male peers. But, both need motivation to be responsible for this personal care task. The physical steps of using the toilet can be taught, but the child must have physical control and cognitive skill to get them to the bathroom in time. Like any physical skill, this also requires practice. Achieving the skill of independent use of the toilet can be challenging when started too early, with too much pressure to be a Big Girl or Big Boy, and the alternative of remaining in diapers seems just fine with a child.

### ***Learning Box Preschool Foundational Skills***

*PD 1.1 Practices daily self-care*

*SE 3.4 Initiates learning*

*PD 3.1 Controls small muscle movement*

*PD 3.2 Manipulates varied objects*

*PD 3.3 Exhibits hand-eye coordination*

## Science

SC.1 - Infants, toddlers and preschoolers are active explorers. They are able to learn about their environments through their senses, such as listening, hearing, touching, and hands-on experiences. Intellectual curiosity is considered “the very source” of science, because science activities provide opportunities for both learning and development (Hadzigeorgiou, 2001). Young children enjoy hands-on experiences with objects and materials. These early science experiences are fun for children and benefit all areas of their development. Both novel and familiar activities build concepts that can be used throughout life.

### ***Learning Box Preschool Foundational Skills***

*AL 1.1 Uses imagination and creativity to create new ideas or extend understanding*

*AL 3.1 Demonstrates a desire to seek out information*

*AL 3.2 Asks questions and problem solves*

*AL 4.3 Freedom to explore ideas with others*

*S 1.1 Engages in observation and investigation*

*S 1.2 Makes predictions and describes outcomes*

*SE 3.4 Initiates learning*

*PD 3.1 Controls small muscle movement*

*PD 3.2 Manipulates varied objects*

*PD 3.3 Exhibits hand-eye coordination*

*S 2.2 Identifies characteristics of Earth’s environment*

*S 3.1 Understands characteristics of living things*

*S 4.1 Recognizes physical properties of objects and materials*

*S 5.1 Explores technology*

*S 5.2 Investigates how things work*

## Social Studies

### History

SS.1 - Young children are not ready to conceptualize chronological history, as they are just beginning to be aware of time. It is very difficult to understand hours or days. The daily experiences that are recurring, sequential, and part of a regular routine are important for children to begin understanding time. Discussions about daily schedules and what happens first, second, and so on are very important at this stage. Many children show curiosity about things from the past before formal school, and this

curiosity can be used to begin the foundation for historical understanding. There is a difference between learning dates and understanding how to order moments in time. Young children should have opportunities to hear and share stories about the past and visuals to help support the development of historical knowledge. These opportunities should include the child's own past as well as the stories and experiences of others. Young children can also be introduced to family celebrations and holidays in connection with family history and values. How people dress and what type of tools and technology they use are two clues young children may use to begin to understand history and the past.

***Learning Box Preschool Foundational Skills***

*SS 1.2 Examines diversity, culture, and traditions*

*SS 5.1 Shows interest in personal and family history*

*SS 5.2 Shows interest and shares past, current, and future events*

## **Civics and Government**

SS.2 - At a young age, children can begin to understand that every person is responsible to themselves as well as to others, and that all choices have consequences. Participating in a democracy involves making informed choices. Young children who have many opportunities to make choices in their own lives when given options are growing in this important process skill. Understanding the need for and being able to follow rules is an important developmental step for young children.

***Learning Box Preschool Foundational Skills***

*SS 1.1 Identifies personal and family roles within their community*

*SS 2.1 Understands citizenship and responsibilities*

## **Geography - Location, Places, Physical Systems, Human Systems, Environment and Society**

SS.3 Location (Spatial Awareness) - One of the first tools geographers use is location. This tells us where something is. Young children are geographers. They dig in the sand, pour water, and watch rain fall. They try to find out about the nature of the world and their place in it. Young children learn that they relate to other people and things. To help children learn location, they need to develop body awareness including its size and level when upright, crawling or stooping, or on the floor, the different body parts and how their body moves in different directions like forward, backward, or sideways. When they know how their body moves, they will have the basics for learning directions and locations later in life. The more opportunities children have to run and move about, the greater their ability to keep track of position and location.

***Learning Box Preschool Foundational Skills***

*M 3.2 Comprehends positions in space*

*SS 4.1 Comprehends and compares characteristics of the local area*

*SS 4.2 Develops mapping skills*

*SS 4.3 Shows concern for the environment*

**Places** - Young children first begin by learning about their home environment. Just like people, places have a lot in common, but no two are exactly alike. Children will begin noticing how their homes and buildings look. When children learn about trees, streets, and their homes, they see that they live someplace special.

***Learning Box Preschool Foundational Skills***

*SS 1.1 Identifies personal and family roles within their community*

*SS 1.2 Examines diversity, culture, and traditions*

*LL 5.3 Compare and contrast*

**Physical Systems** - Young children are fascinated with weather. We experience weather every day. Young children become aware of the weather and how it affects people. Weather is an important part of learning about our world.

***Learning Box Preschool Foundational Skills***

*SS 4.1 Comprehends and compares characteristics of the local area*

*S 2.1 Identifies characteristics of Earth's environment*

*S 1.1 Engages in observation and investigation*

**Human Systems** - Parents are children's first teachers and their positive relationship forms a solid basis for all other social interactions. Young children begin to understand that they live in a family that may include parents, siblings, extended family members such as grandparents, and even pets. As they spend time in their neighborhoods and community settings such as places of worship, young children will begin to learn that families have different people, foods, rules and routines.

***Learning Box Preschool Foundational Skills***

*SS 1.1 Identifies personal and family roles within their community*

*SS 1.2 Examines diversity, culture, and traditions*

*LL 5.3 Compare and contrast*

*SS 5.1 Shows interest in personal and family history*

**Environment and Society** - Young children want to be an active part of their family and community. At home, they may enjoy helping with a simple chore, such as helping to feed a pet, putting clothes in a hamper, or picking up toys. They can also begin to recognize the need to care for the environment by learning about recycling or helping to clean up a community area, such as a park.

***Learning Box Preschool Foundational Skills***

*SS 4.3 Shows concern for the environment*

*SS 1.1 Identifies personal and family roles within their community*

*SS 2.1 Understands citizenship and responsibilities*

**Economics SS.4** - At a young age, children can begin to understand how families work together to meet their basic needs and wants for trust, safety, nurturance, food, and fun. Through senses and experiences, young children gain a beginning understanding of the role of money in purchasing and the connection between work and money. Adults play an important role in helping highlight these connections for very young children through their consistent behavior and responses. Adults have a significant role in drawing a child's attention to these processes and clarifying any misconceptions. While the interest and ability to grasp economic concepts varies widely from child to child, some of the following ideas can be introduced in the preschool years. Scarcity- The condition of not being able to have all the goods and services that we want. Choice- What someone must make when faced with two or more alternative uses for a resource. Goods- Objects that can be held or touched that can satisfy people's wants. Services- Activities that can satisfy people's wants.

***Learning Box Preschool Foundational Skills***

*SS 3.1 Understands roles and occupations in society*

*SS 3.2 Understands the role of money in society*

**Individuals, Society and Culture**

**SS.5** - Getting Along Young children thrive with routine, structure, and rules. Parents and other caregivers help young children learn boundaries by teaching expected behavior in the family and community. Providing opportunities to participate in many different settings (home, places of worship,

stores, libraries) and events (shopping, taking a class, seeing a parade) helps young children develop a repertoire of appropriate behaviors.

***Learning Box Preschool Foundational Skills***

*SE 2.3 Shows flexibility within routines*

*SE 4.1 Manages emotions appropriately*

*SS 1.1 Identifies personal and family roles within their community*

*AL 5.1 Initiates social interactions*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

**Cultural Diversity**

Infants and toddlers are extremely egocentric and primarily relate only to their own experiences. They have a limited but growing ability to consider the needs and wants of others. Parents and other caregivers who talk in positive ways about characteristics of individuals and groups will help the young child start to notice and appreciate, with pleasure, the similarities and differences between themselves and others. Three and four-year-olds are still quite egocentric and relate to their own experiences. They begin to notice similarities and differences between themselves and others.

***Learning Box Preschool Foundational Skills***

*LL 5.3 Compare and contrast*

*SS 1.2 Examines diversity, culture, and traditions*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

**Fine Arts**

FA.1 - Due to the uniqueness of the Fine Arts Standards, the format will vary from the other standard areas contained within the Foundations to the Indiana Academic Standards for Young Children. We will list the standards grouped within the learning areas since there is such overlap among them. Visual Arts, Music and Dance are completely meshed throughout the learning areas of English/Language Arts, Mathematics, Physical Skills, and Social Emotional Development so this will be reflected in this standard area.

***Learning Box Preschool Foundational Skills***

*CE 1.1 Participates and enjoys music*

*CE 2.1 Expresses self through dance*

*CE 2.2 Participates in a variety of body movements*

*CE 3.1 Communicates through visual arts*

*CE 4.1 Participates in dramatic play*

Source Cited: Indiana Department of Education-The Foundations to the Indiana Academic Standards