

# TerraTime's Discovery Centers

## INDIANA SCHOOL READINESS

### Early Learning (ages 3-5 years)

#### **SOCIAL STUDIES FOUNDATIONS**

SS1.1: Participate in and describe own family, community, and cultural celebrations if observed; Begin to assimilate family, community, and cultural events in cooperative play; Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others

SS2.1: Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured; Begin to understand how time is measured

SS2.3: Identify leaders and community helpers at home, school, and in environments

SS2.4: Demonstrate an understanding of rules in the home, school environment, and the purposes they serve

SS3.1: Develop concepts and describe location, directionality, and spatial relationships; Engage in play where one item represents another

SS3.2: Identify and describe prominent features of the classroom, school, neighborhood, and community; Begin to learn knowledge of personal and geographic information; Use words to describe natural and man-made features of locations

SS3.3: Begin to understand the relationship between humans and the environment

SS4.1: Begin to understand the purpose of money and concepts of buying and selling through play; Develop an awareness that people work for money in order to provide for basic needs; Develop an awareness of the roles of various familiar community helpers/workers; Act out adult social roles and occupations

SS5.1: Demonstrate willingness to work together to accomplish tasks; Identify simple tasks within the home, early childhood setting, or community; Provide leadership in completing daily tasks

#### **SCIENCE FOUNDATIONS**

SC1.1: Use senses to learn about concepts of weight, motion, and force; Ask questions about physical properties and changes in the physical world; Use senses to describe concepts of weight, motion, and force; Ask questions and draw conclusions about physical properties and the physical world

SC1.2: Identify materials that make up objects; Investigate and describe observable properties of objects; Match objects by physical attributes

SC2.1: Describe typical day and night activities; Classify various earth materials; Describe how the Earth's surface is made up of different materials

SC2.2: Communicate awareness of seasonal changes; Describe in words and pictures the changes in weather from season to season

SC3.1: Differentiate animals from plants; Discriminate between living organisms and non-living objects; Ask questions and conduct investigations to understand life science; Identify and describe the function of body parts

SC4.1: Identify a problem or need and create a plan to solve; Select materials and implement a designated plan; Evaluate and communicate solution outcomes; Use classroom objects to create simple machines to enhance play

SC5.1: Observe with a focus on details; Use simple tools to extend investigations; Identify self and/or own actions as scientific

## **MATHEMATICS FOUNDATIONS**

M1.3: Readily identify first and last; Correctly use the words for comparing quantities

M2.2: Physically extend simple ABAB patterns of concrete objects to other concrete objects; Begin to create and extend a new simple pattern; Understand sequence of events when clearly explained

M3.1: Sort, classify, and compare objects; Explain simple sorting or classifying strategies; Sort a group of objects in multiple ways

M4.1: Use position terms such as in, on, and under; Use position terms such as above, below, beside, and between

M5.1: Understand time limit cue; Understand transition from one activity to the next; Tell what activity comes before and after; Know daily concepts of earlier and later, morning and afternoon

M5.2: Directly compare and describe two objects with a measurable attribute; Measure length and volume (capacity) using non-standard measurement tools

## **ENGLISH LANGUAGE ARTS FOUNDATIONS**

ELA1.1: Respond to complex gestures and/or actions to communicate (such as comforting others who are crying); Listen to and follow multi-step directions with adult support

ELA 1.2: Use complex gestures and actions to communicate; Use expanded sentences; Describe activities and experiences with detail; Use complex sentences; Describe activities, experiences, and stories with expanded detail; Change word tense to indicate time

ELA 1.3: Answer questions posed by adults or peers; Ask questions for understanding and clarity; Make on topic comments; Stay on topic in two- way conversation with others; Stay on topic in two- way conversation that involves multiple turns; Communicate actively in group activities

ELA 2.1: Recognize and identify some uppercase and a few lowercase letters; Recognize own name in print

ELA 2.2: Engage in rhyming games and songs; can complete a familiar rhyme; Make rhymes to simple words

ELA 2.3: Begin to understand that books are comprised of written words; Respond to and interact with read alouds of literary and informational text; Hold books right side up and turn pages left to right

ELA 2.4: Respond and interact with stories (fictional and nonfictional); Answer questions about a story; With adult support, retell familiar stories; Retell familiar stories

ELA 3.1: Recognize that drawings, paintings, and writings are meaningful representations; Copy simple lines and shapes; Create a simple picture; Use writing tools with adult support; Create letter like shapes, symbols, letters, and words with modeling and support; Copy more complex lines, shapes, and some letters; Use writing tools

ELA 3.2: Dictate a story that demonstrates simple details and narrative structure; Use letters, symbols, and words to share an idea with someone: Use writing to label drawings

## **SOCIAL EMOTIONAL FOUNDATIONS**

SE1.1: Recognize self as a unique individual; Describe personal characteristics; Show sense of self satisfaction with own abilities, preferences, and accomplishments; Identify self as a unique member of a group that fits into a larger world picture; Show confidence in a range of abilities and the capacity to take on and accomplish new tasks; Show independence in own choices

SE1.2: Recognize own emotions and the emotions of others; Look to adults for emotional support and guidance; Use a combination of words, phrases, and actions to express feelings; Identify own emotions and the emotions of others; Express and accurately respond to emotions of self and others; Predict reactions from others; Effectively use sentences and actions to express feelings

SE2.1: Manage transitions and adapt to changes in schedules, routines, and situations with adult support; Regulate own emotions and behaviors with others with adult support when needed; Regulate a range of impulses with adult support; Regulate a range of impulses

SE3.1: Negotiate to resolve social conflicts with peers with modeling and support; Use words during a conflict instead of physical force; Independently initiate conflict resolution strategies with peers and seek adult support when necessary

SE4.1: Request and accept guidance from familiar adults; Show affection to familiar adults and peers using more complex words and actions; Accept compromises when suggested by a peer or adult; Gauge response based on the facial expressions of others; Exhibit age appropriate friendship skills to engage in effective play and learning experiences; Engage in associative play; Participate in cooperative play experiences with some adult guidance; Maintain consistent friendships; Engage in cooperative play experiences for sustained periods of time

## **APPROACHES TO PLAY & LEARNING FOUNDATIONS**

APL1.1: Initiate new tasks by self; With support, use a variety of resources to explore materials and ideas; Explore and manipulate familiar objects in new and imaginative ways; Take initiative to learn new concepts and try new experiences; Seek and gather new information to plan for projects and activities

APL1.2: Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks; Communicate a desire to learn new concepts or ideas; Exhibit willingness to try new experiences; Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration

APL2.1: Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance; Begin to demonstrate flexibility in approach to play and learning; Adjust approach to task to resolve difficulties with adult support; Demonstrate inventiveness, imagination, and creativity to solve a problem; Develop recovery skills from setbacks and differences in opinion in a group setting

APL3.1: Demonstrate ability to delay gratification for short periods of time; See an activity through to completion; Focus on an activity with deliberate concentration despite distractions and/or temptations; Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress; Persist in trying to complete a task after previous attempts have failed

APL4.1: Engage in associative play; Participate in cooperative play activities with some adult guidance; Participate in play activities with a small group of children; Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation; Demonstrate cooperative behavior in interactions with others; Begin to accept and share leadership

## **CREATIVE ARTS FOUNDATIONS**

CA1.1: Listen and respond to music; Participate in classroom experiences with musical instruments and singing to express creativity; Respond to changes heard in music; Use familiar rhymes, songs, chants, and musical instruments to express creativity; Sing songs that use the voice in a variety of ways; Respond to rhythmic patterns in music

CA2.1: Convey ideas and emotions through creative movement expression (with or without music); Purposefully select movements that communicate ideas, thoughts, and feelings

CA3.1: Identify and use colors, lines, and shapes found in the environment and in works of art

CA3.2: Progress in ability to create drawings, models, and other art using a variety of materials; Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art

CA4.1: Engage in associative and cooperative play; Use a variety of props to demonstrate themes about life experiences, ideas, and feelings; Role-play imaginary events and characters; Participate freely in dramatic play experiences that become of increased duration and complexity

## **PHYSICAL HEALTH AND GROWTH FOUNDATIONS**

PHG1.1: Demonstrate health and hygiene-related behaviors with minimal prompting; Communicate practices that promote healthy living and prevent illness for self and family members; Engage in sociodramatic play to demonstrate the roles of medical professionals

PHG1.2: Identify ways to play safely; Follow simple safety rules while participating in activities

PHG1.3: Independently feeds self using utensils

PHG2.1: Take things apart and attempt to put them back together; Take things apart and invent new structures using the parts

PHG2.2: Demonstrate awareness of own body in relation to other people and objects through play activities; Participate in structured and unstructured active physical play exhibiting strength and stamina

PHG3.1: Perform fine-motor tasks that require small-muscle strength and control; Demonstrate coordination and balance in a variety of activities; Coordinate movements to perform a complex task

PHG4.1: Attend to personal body care practices with minimal adult support; Independently dress and undress self; Independently attend to toileting needs

## **REFERENCE:**

The Foundations: Indiana's Early Learning Development Framework (2015). Indiana Department of Education. Family and Social Services Administration: Office of Early Childhood and Out of School Learning Early Learning Advisory Committee. Indianapolis, IN.