

Side by Side
Florida Voluntary Pre-Kindergarten Standards and
The Beyond Centers & Circle Time (BCCT) Theme Series

The Beyond Centers & Circle Time Theme Series is based on child development theory as described in the work of Jean Piaget, Lev Vygotsky, Erik Erikson, and Anna Freud; research on play and brain development; and best practice as presented in *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* written by Copple and Bredekamp (2009).

This paper will use the daily schedule presented in the theme series as an outline to present the correlation between the proposed experiences and the Florida (VPK) Standards for All Four Year Olds.

Opening Time **Children and their families are greeted as they arrive and the children are invited to choose from a variety of play activities that require minimal adult support. The activities are developmentally appropriate and chosen to engage the interest of the children.**

I. Physical Development

A. Health and Wellness

1. Shows characteristics of good health to facilitate learning
2. Shows visual ability to facilitate learning and healthy growth and development
3. Demonstrates auditory ability to facilitate learning and healthy growth and development
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health

7. Shows that basic physical needs are met
8. Actively takes part in basic health and safety routines

B. Self-Help

1. Actively participates in self-care
2. Helps carry out classroom routines

C. Gross Motor Development

1. Demonstrates increasing motor control and balance
2. Demonstrates the ability to combine movements for gross motor skills

D. Fine Motor Development

1. Demonstrates increasing control of small motor muscles to perform simple tasks
2. Uses eye-hand coordination to perform fine motor tasks
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination

II. Approaches to Learning

A. Eagerness and Curiosity

1. Shows curiosity and is eager to learn new things and have new experiences

B. Persistence

1. Attends to tasks for a brief period and seeks help when needed

C. Creativity

1. Approaches daily activities with creativity

D. Planning and Reflection

1. Shows initial signs of planning and learning from their experiences

III. Social and Emotional Development

A. Self-Regulation

a. Affective

- a.1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- a.2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time.

b. Life/Adaptive

- b.1. Follows simple rules, agreements, and familiar routines with teacher support
- b.2. Begins to use materials with increasing care and safety
- b.3. Adapts to transitions with increasing independence

B. Relationships

a. Self

- a.1. Shows increasing confidence in their own abilities

b. Peers

- b.1. Interacts with and develops positive relationships with peers
- b.2. Develops special friendships
- b.3. Shows care and concern for others

c. Adults

- c.1. Develops positive relationships and interacts comfortably with familiar adults

C. Social Problem Solving

1. Shows developing ability to solve social problems with support from familiar adults
2. Develops an initial understanding of bullying, with support from familiar adults

IV. Language. Communication, and Emergent Literacy

A. Listening and Understanding

1. Increases knowledge through listening
2. Follows multistep directions

B. Speaking

1. Speech is understood by both a familiar and an unfamiliar peer or adult

C. Vocabulary

1. Show an understanding of words and their meanings
2. Shows increased vocabulary to describe many objects, actions, and events

D. Sentences and Structure

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
2. Connects phrases and sentences to build ideas

E. Conversation

1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
2. Initiates, ask questions, and responds to adults and peers in a variety of settings
3. Uses appropriate language and style for context

F. Emergent Reading

1. Shows motivation for reading (when book area is available)
4. Demonstrates comprehension of text read aloud

G. Emergent Writing

1. Shows motivation to engage in written expression
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
3. Demonstrates age-appropriate ability to write letters
4. Demonstrates knowledge of purposes, functions, and structure of written composition

V. Cognitive Development and General Knowledge

A. Mathematical Thinking

a. Number Sense

- a.1. Demonstrates understanding of one-to-one correspondence

c. Patterns and Seriation

- c.1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements

- c.2. Sorts, orders, compares, and describes objects according to characteristics or attributes

C. Social Studies

a. Individual Development and Identity

- a.1. Begins to recognize and appreciate similarities and differences in people
- a.2. Begins to understand family characteristics, roles, and functions
- a.3. Shows awareness and describes some social roles and jobs that people do

d. Civic Ideals and Practices

- d.1. Demonstrates awareness of group rules
- d.2. Begins to understand and take on leadership roles

D. Creative Expression Through The Arts

a. Visual Arts

- a.1. Explores visual arts
- a.2. Creates visual arts to communicate an idea
- a.3. Discusses and responds to the feelings caused by an artwork

Sharing Circle After cleaning up the play materials the children gather in a group for a discussion of the theme topic, sharing of items brought from home and a story if there is time. The story should fit the theme, supporting the concepts being presented. *A bibliography of theme books is listed in each theme and a set of books that support each theme can be purchased with the theme series. A parent letter is

send home at the beginning of each theme that informs parents of the themes focus, letters, shapes, and colors to be discussed during the month.

I. Physical Development

A. Health and Wellness

1. Shows characteristics of good health to facilitate learning
2. Shows visual ability to facilitate learning and healthy growth and development
3. Demonstrates auditory ability to facilitate learning and healthy growth and development
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health
7. Shows that basic physical needs are met
8. Actively takes part in basic health and safety routines

B. Self-Help

1. Actively participates in self-care
2. Helps carry out classroom routines

C. Gross Motor Development

1. Demonstrates increasing motor control and balance
2. Demonstrates the ability to combine movements for gross motor skills

II. Approaches to Learning

A. Eagerness and Curiosity

1. Shows curiosity and is eager to learn new things and have new experiences

B. Persistence

1. Attends to tasks for a brief period and seeks help when needed

C. Creativity

1. Approaches daily activities with creativity

D. Planning and Reflection

1. Shows initial signs of planning and learning from their experiences

III. Social and Emotional Development

A. Self-Regulation

a. Affective

- a.1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- a.2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time.

b. Life/Adaptive

- b.1. Follows simple rules, agreements, and familiar routines with teacher support
- b.3. Adapts to transitions with increasing independence

B. Relationships

a. Self

- a.1. Shows increasing confidence in their own abilities

b. Peers

- b.1. Interacts with and develops positive relationships with peers
- b.2. Develops special friendships
- b.3. Shows care and concern for others

c. Adults

- c.1. Develops positive relationships and interacts comfortably with familiar adults

C. Social Problem Solving

1. Shows developing ability to solve social problems with support from familiar adults
2. Develops an initial understanding of bullying, with support from familiar adults

IV. Language. Communication, and Emergent Literacy

A. Listening and Understanding

1. Increases knowledge through listening
2. Follows multistep directions

B. Speaking

1. Speech is understood by both a familiar and an unfamiliar peer or adult

C. Vocabulary

1. Show an understanding of words and their meanings
2. Shows increased vocabulary to describe many objects, actions, and events

D. Sentences and Structure

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
2. Connects phrases and sentences to build ideas

E. Conversation

1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
2. Initiates, ask questions, and responds to adults and peers in a variety of settings
3. Uses appropriate language and style for context

F. Emergent Reading

1. Shows motivation for reading (when book area is available)
2. Shows age-appropriate phonological awareness
3. Shows alphabetic knowledge
4. Demonstrates comprehension of text read aloud

G. Emergent Writing

1. Shows motivation to engage in written expression
4. Demonstrates knowledge of purposes, functions, and structure of written composition

V. Cognitive Development and General Knowledge

A. Mathematical Thinking

a. Number Sense

- a.1. Demonstrates understanding of one-to-one correspondence
- a.2. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10
- a.3. Counts and knows the sequence of number names

b. Number and Operations

- b.1. Shows understanding of how to combine sets and remove from a concrete set of objects
- b.2. Shows understanding of addition and subtraction

c. Patterns and Seriation

- c.1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements
- c.2. Sorts, orders, compares, and describes objects according to characteristics or attributes

d. Geometry

- d.1. Understands various two-dimensional shapes
- d.2. Shows understanding that two-dimensional shapes are equivalent in different orientations
- d.3. Understands various three-dimensional shapes

e. Spatial Relations

- e.1. Shows understanding of spatial relationships and uses position words

e.3. Understands and can tell the difference between orientation terms such as horizontal, vertical, diagonal

f. Measurement

f.1. Engages in activities that explore measurement

f.3. Represents and analyzes data

f.4. Predicts the results of a data collection

B. Scientific Inquiry

a. Investigation and inquiry

a.1. Examines objects and makes comparisons

b. Physical Science

b.1. Explores the physical properties and creative use of objects or matter

c. Life Science

c.1. Explores growth and change of living things

c.2. Identifies the characteristics of living things

c.3. Identifies the five senses and explores functions of each

d. Earth and Space

d.1. Explores the outdoor environment and begins to recognize changes with teacher support and multiple experiences over time

d.2. Discovers and explores objects that are naturally found in the environment

C. Social Studies

a. Individual Development and Identity

- a.1. Begins to recognize and appreciate similarities and differences in people
- a.2. Begins to understand family characteristics, roles, and functions
- a.3. Shows awareness and describes some social roles and jobs that people do

d. Civic Ideals and Practices

- d.1. Demonstrates awareness of group rules
- d.2. Begins to understand and take on leadership roles

Breakfast

As the children leave the morning circle they should use the bathroom and wash their hands thoroughly. When these personal hygiene activities are complete they should move to the table for breakfast. This special time should provide the children with opportunities to engage in conversation about the daily activities, the foods being served, and events that happened with the family. Watch “Food, Fun, and Family Style Meals” to see how the performance standards can be easily embedded into a well planned and served meal. Every meal served during the day should be planned around the standards list below.

I. Physical Development

A. Health and Wellness

1. Shows characteristics of good health to facilitate learning
2. Shows visual ability to facilitate learning and healthy growth and development

3. Demonstrates auditory ability to facilitate learning and healthy growth and development
4. Demonstrates characteristics of good oral health and performs oral hygiene routines
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health
7. Shows that basic physical needs are met
8. Actively takes part in basic health and safety routines
10. Makes healthy food choices

B. Self-Help

1. Actively participates in self-care
2. Helps carry out classroom routines

C. Gross Motor Development

1. Demonstrates increasing motor control and balance
2. Demonstrates the ability to combine movements for gross motor skills

D. Fine Motor Development

1. Demonstrates increasing control of small motor muscles to perform simple tasks
2. Uses eye-hand coordination to perform fine motor tasks

II. Approaches to Learning

A. Eagerness and Curiosity

1. Shows curiosity and is eager to learn new things and have new experiences

B. Persistence

1. Attends to tasks for a brief period and seeks help when needed

C. Creativity

1. Approaches daily activities with creativity

D. Planning and Reflection

1. Shows initial signs of planning and learning from their experiences

III. Social and Emotional Development

A. Self-Regulation

a. Affective

- a.1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- a.2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time.

b. Life/Adaptive

- b.1. Follows simple rules, agreements, and familiar routines with teacher support
- b.2. Begins to use materials with increasing care and safety
- b.3. Adapts to transitions with increasing independence

B. Relationships

a. Self

- a.1. Shows increasing confidence in their own abilities

b. Peers

- b.1. Interacts with and develops positive relationships with peers
- b.2. Develops special friendships
- b.3. Shows care and concern for others

c. Adults

- c.1. Develops positive relationships and interacts comfortably with familiar adults

C. Social Problem Solving

1. Shows developing ability to solve social problems with support from familiar adults
2. Develops an initial understanding of bullying, with support from familiar adults

IV. Language. Communication, and Emergent Literacy

A. Listening and Understanding

1. Increases knowledge through listening
2. Follows multistep directions

B. Speaking

1. Speech is understood by both a familiar and an unfamiliar peer or adult

C. Vocabulary

1. Show an understanding of words and their meanings
2. Shows increased vocabulary to describe many objects, actions, and events

D. Sentences and Structure

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
2. Connects phrases and sentences to build ideas

E. Conversation

1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
2. Initiates, ask questions, and responds to adults and peers in a variety of settings
3. Uses appropriate language and style for context

F. Emergent Reading

1. Shows motivation for reading (when book area is available)
2. Shows age-appropriate phonological awareness
3. Shows alphabetic knowledge
4. Demonstrates comprehension of text read aloud

V. Cognitive Development and General Knowledge

A. Mathematical Thinking

a. Number Sense

- a.1. Demonstrates understanding of one-to-one correspondence

- a.2. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10
- a.3. Counts and knows the sequence of number names

- b. Number and Operations
 - b.1. Shows understanding of how to combine sets and remove from a concrete set of objects
 - b.2. Shows understanding of addition and subtraction

- c. Patterns and Seriation
 - c.2. Sorts, orders, compares, and describes objects according to characteristics or attributes

- d. Geometry
 - d.1. Understands various two-dimensional shapes
 - d.2. Shows understanding that two-dimensional shapes are equivalent in different orientations
 - d.3. Understands various three-dimensional shapes

- e. Spatial Relations
 - e.1. Shows understanding of spatial relationships and uses position words
 - e.3. Understands and can tell the difference between orientation terms such as horizontal, vertical, diagonal

- B. Scientific Inquiry
 - a. Investigation and inquiry
 - a.1. Examines objects and makes comparisons

b. Physical Science

- b.1. Explores the physical properties and creative use of objects or matter

c. Life Science

- c.1. Explores growth and change of living things
- c.2. Identifies the characteristics of living things
- c.3. Identifies the five senses and explores functions of each

d. Earth and Space

- d.2. Discovers and explores objects that are naturally found in the environment

C. Social Studies

a. Individual Development and Identity

- a.1. Begins to recognize and appreciate similarities and differences in people
- a.2. Begins to understand family characteristics, roles, and functions
- a.3. Shows awareness and describes some social roles and jobs that people do

d. Civic Ideals and Practices

- d.1. Demonstrates awareness of group rules
- d.2. Begins to understand and take on leadership roles

Free Play **Free play on the playground. A variety of outside developmentally appropriate free choice activities are available with an emphasis on the three kinds of play (sensorimotor, construction, and dramatic play) and motor development.**

I. Physical Development

A. Health and Wellness

1. Shows characteristics of good health to facilitate learning
2. Shows visual ability to facilitate learning and healthy growth and development
3. Demonstrates auditory ability to facilitate learning and healthy growth and development
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health
7. Shows that basic physical needs are met
8. Actively takes part in basic health and safety routines
9. Participates in physical fitness activities

B. Self-Help

1. Actively participates in self-care
2. Helps carry out classroom routines

C. Gross Motor Development

1. Demonstrates increasing motor control and balance
2. Demonstrates the ability to combine movements for gross motor skills

D. Fine Motor Development

1. Demonstrates increasing control of small motor muscles to perform simple tasks
2. Uses eye-hand coordination to perform fine motor tasks

II. Approaches to Learning

A. Eagerness and Curiosity

1. Shows curiosity and is eager to learn new things and have new experiences

B. Persistence

1. Attends to tasks for a brief period and seeks help when needed

C. Creativity

1. Approaches daily activities with creativity

D. Planning and Reflection

1. Shows initial signs of planning and learning from their experiences

III. Social and Emotional Development

A. Self-Regulation

a. Affective

- a.1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- a.2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and

negative, with teacher support and multiple experiences over time.

b. Life/Adaptive

- b.1. Follows simple rules, agreements, and familiar routines with teacher support
- b.2. Begins to use materials with increasing care and safety
- b.3. Adapts to transitions with increasing independence

B. Relationships

a. Self

- a.1. Shows increasing confidence in their own abilities

b. Peers

- b.1. Interacts with and develops positive relationships with peers
- b.2. Develops special friendships
- b.3. Shows care and concern for others

c. Adults

- c.1. Develops positive relationships and interacts comfortably with familiar adults

C. Social Problem Solving

- 1. Shows developing ability to solve social problems with support from familiar adults
- 2. Develops an initial understanding of bullying, with support from familiar adults

IV. Language, Communication, and Emergent Literacy

A. Listening and Understanding

1. Increases knowledge through listening
2. Follows multi-step directions

B. Speaking

1. Speech is understood by both a familiar and an unfamiliar peer or adult

C. Vocabulary

1. Show an understanding of words and their meanings
2. Shows increased vocabulary to describe many objects, actions, and events

D. Sentences and Structure

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
2. Connects phrases and sentences to build ideas

E. Conversation

1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
2. Initiates, ask questions, and responds to adults and peers in a variety of settings
3. Uses appropriate language and style for context

F. Emergent Reading

1. Shows motivation for reading (when book area is available)
2. Shows age-appropriate phonological awareness
3. Shows alphabetic knowledge
4. Demonstrates comprehension of text read aloud

G. Emergent Writing

1. Shows motivation to engage in written expression
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
4. Demonstrates knowledge of purposes, functions, and structure of written composition

V. Cognitive Development and General Knowledge

A. Mathematical Thinking

a. Number Sense

- a.1. Demonstrates understanding of one-to-one correspondence
- a.2. Shows understanding of how to count and construct sets
- a.3. Shows understanding by participating in the comparison of quantities
- a.4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10
- a.5. Counts and knows the sequence of number names
- a.6. Shows understanding of and uses appropriate terms to describe ordinal positions

b. Number and Operations

b.1. Shows understanding of how to combine sets and remove from a concrete set of objects

b.2. Shows understanding of addition and subtraction

c. Patterns and Seriation

c.1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements

c.2. Sorts, orders, compares, and describes objects according to characteristics or attributes

d. Geometry

d.1. Understands various two-dimensional shapes

d.2. Shows understanding that two-dimensional shapes are equivalent in different orientations

d.3. Understands various three-dimensional shapes

e. Spatial Relations

e.1. Shows understanding of spatial relationships and uses position words

e.2. Describes relative position from different perspectives

e.3. Understands and can tell the difference between orientation terms such as horizontal, vertical, diagonal

e.4. uses directions to move through space and find places in space

f. Measurement

f.1. Engages in activities that explore measurement

f.3. Represents and analyzes data

f.4. Predicts the results of a data collection

B. Scientific Inquiry

a. Investigation and inquiry

a.1. Demonstrates the use of simple tools and equipment for observing and investigating

a.2. Examines objects and makes comparisons

b. Physical Science

b.1. Explores the physical properties and creative use of objects or matter

c. Life Science

c.1. Explores growth and change of living things

c.2. Identifies the characteristics of living things

c.3. Identifies the five senses and explores functions of each

d. Earth and Space

d.1. Explores the outdoor environment and begins to recognize changes with teacher support and multiple experiences over time

d.2. Discovers and explores objects that are naturally found in the environment

e. Environmental Awareness

- e.1. Demonstrates ongoing environmental awareness and responsibility with teacher support and multiple experiences over time

C. Social Studies

a. Individual Development and Identity

- a.1. Begins to recognize and appreciate similarities and differences in people
- a.2. Begins to understand family characteristics, roles, and functions
- a.3. Shows awareness and describes some social roles and jobs that people do

d. Civic Ideals and Practices

- d.1. Demonstrates awareness of group rules
- d.2. Begins to understand and take on leadership roles

D. Creative Expression Through The Arts

a. Visual Arts

- a.1. Explores visual arts
- a.2. Creates visual arts to communicate an idea
- a.3. Discusses and responds to the feelings caused by an artwork

b. Music

- b.1. Explores music
- b.2. Creates music to communicate an idea
- b.3. Discusses and responds to the feelings caused by music

- c. Creative Movement and Dance
 - c.1. Explores creative movement and dance
 - c.2. Creates creative movement and dance to communicate an idea
 - c.3. Discusses and responds to the feelings caused by creative movement and dance

- d. Dramatic Play and Theatre
 - d.1. Explores dramatic play and theatre
 - d.2. Creates dramatic play and theatre to communicate an idea
 - d.3. Discusses and responds to the feelings caused by dramatic play and theatre

Center Time **The theme series suggests a Monday/Wednesday lesson plan that emphasizes fluid play, dramatic play, and a teacher directed art experience. The Tuesday/Thursday Lesson plan emphasizes fluid play, dramatic play, and early literacy experiences. The Friday lesson plan is a combination of the week's successful play opportunities plus a cooking experience for 1/2 the group.**

Depending on the day and the theme every VPK standard is supported by the experiences suggested. Certain themes support specific standards and these are highlighted to emphasize their inclusion.

I. Physical Development

A. Health and Wellness

1. Shows characteristics of good health to facilitate learning
2. Shows visual ability to facilitate learning and healthy growth and development
3. Demonstrates auditory ability to facilitate learning and healthy growth and development
4. Demonstrates characteristics of good oral health
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health
7. Shows that basic physical needs are met
8. Actively takes part in basic health and safety routines
9. Participates in physical fitness activities
10. Makes healthy food choices (cooking experiences)

B. Self-Help

1. Actively participates in self-care
2. Helps carry out classroom routines

C. Gross Motor Development

1. Demonstrates increasing motor control and balance
2. Demonstrates the ability to combine movements for gross motor skills

D. Fine Motor Development

1. Demonstrates increasing control of small motor muscles to perform simple tasks
2. Uses eye-hand coordination to perform fine motor tasks

3. Shows beginning control of writing by using various drawing and art tools with increasing coordination.

II. Approaches to Learning

A. Eagerness and Curiosity

1. Shows curiosity and is eager to learn new things and have new experiences

B. Persistence

1. Attends to tasks for a brief period and seeks help when needed

C. Creativity

1. Approaches daily activities with creativity

D. Planning and Reflection

1. Shows initial signs of planning and learning from their experiences

III. Social and Emotional Development

A. Self-Regulation

a. Affective

- a.1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- a.2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time.

b. Life/Adaptive

- b.1. Follows simple rules, agreements, and familiar routines with teacher support
- b.2. Begins to use materials with increasing care and safety
- b.3. Adapts to transitions with increasing independence

B. Relationships

a. Self

- a.1. Shows increasing confidence in their own abilities

b. Peers

- b.1. Interacts with and develops positive relationships with peers
- b.2. Develops special friendships
- b.3. Shows care and concern for others

c. Adults

- c.1. Develops positive relationships and interacts comfortably with familiar adults

C. Social Problem Solving

- 1. Shows developing ability to solve social problems with support from familiar adults
- 2. Develops an initial understanding of bullying, with support from familiar adults

IV. Language, Communication, and Emergent Literacy

A. Listening and Understanding

1. Increases knowledge through listening
2. Follows multi-step directions

B. Speaking

1. Speech is understood by both a familiar and an unfamiliar peer or adult

C. Vocabulary

1. Show an understanding of words and their meanings
2. Shows increased vocabulary to describe many objects, actions, and events

D. Sentences and Structure

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
2. Connects phrases and sentences to build ideas

E. Conversation

1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
2. Initiates, ask questions, and responds to adults and peers in a variety of settings
3. Uses appropriate language and style for context

F. Emergent Reading

1. Shows motivation for reading (when book area is available)
2. Shows age-appropriate phonological awareness
3. Shows alphabetic knowledge
4. Demonstrates comprehension of text read aloud

G. Emergent Writing

1. Shows motivation to engage in written expression
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
3. Demonstrates age appropriate ability to write letters
4. Demonstrates knowledge of purposes, functions, and structure of written composition

V. Cognitive Development and General Knowledge

A. Mathematical Thinking

a. Number Sense

- a.1. Demonstrates understanding of one-to-one correspondence
- a.2. Shows understanding of how to count and construct sets
- a.3. Shows understanding by participating in the comparison of quantities
- a.4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10
- a.5. Counts and knows the sequence of number names
- a.6. Shows understanding of and uses appropriate terms to describe ordinal positions

b. Number and Operations

- b.1. Shows understanding of how to combine sets and remove from a concrete set of objects
- b.2. Shows understanding of addition and subtraction
- b.3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time

c. Patterns and Seriation

- c.1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements
- c.2. Sorts, orders, compares, and describes objects according to characteristics or attributes

d. Geometry

- d.1. Understands various two-dimensional shapes
- d.2. Shows understanding that two-dimensional shapes are equivalent in different orientations
- d.3. Understands various three-dimensional shapes
- d.4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions using concrete objects

e. Spatial Relations

- e.1. Shows understanding of spatial relationships and uses position words
- e.2. Describes relative position from different perspectives
- e.3. Understands and can tell the difference between orientation terms such as horizontal, vertical, diagonal
- e.4. uses directions to move through space and find places in space

f. Measurement

- f.1. Engages in activities that explore measurement
- f.2. Compares continuous quantities using length, weight, and height
- f.3. Represents and analyzes data
- f.4. Predicts the results of a data collection

B. Scientific Inquiry

a. Investigation and inquiry

- a.1. Demonstrates the use of simple tools and equipment for observing and investigating
- a.2. Examines objects and makes comparisons

b. Physical Science

- b.1. Explores the physical properties and creative use of objects or matter

c. Life Science

- c.1. Explores growth and change of living things
- c.2. Identifies the characteristics of living things
- c.3. Identifies the five senses and explores functions of each

d. Earth and Space

- d.1. Explores the outdoor environment and begins to recognize changes with teacher support and multiple experiences over time
- d.2. Discovers and explores objects that are naturally found in the environment

- e. Environmental Awareness
 - e.1. Demonstrates ongoing environmental awareness and responsibility with teacher support and multiple experiences over time

C. Social Studies

- a. Individual Development and Identity
 - a.1. Begins to recognize and appreciate similarities and differences in people
 - a.2. Begins to understand family characteristics, roles, and functions
 - a.3. Shows awareness and describes some social roles and jobs that people do

b. People, Places, and Environments

- b.1. Demonstrates awareness of geographic thinking

c. Technology and Our World

- c.1. Shows awareness of technology and its impact on how people live

d. Civic Ideals and Practices

- d.1. Demonstrates awareness of group rules
- d.2. Begins to understand and take on leadership roles

D. Creative Expression Through The Arts

a. Visual Arts

- a.1. Explores visual arts
- a.2. Creates visual arts to communicate an idea

- a.3. Discusses and responds to the feelings caused by an artwork

- b. Music
 - b.1. Explores music
 - b.2. Creates music to communicate an idea
 - b.3. Discusses and responds to the feelings caused by music

- c. Creative Movement and Dance
 - c.1. Explores creative movement and dance
 - c.2. Creates creative movement and dance to communicate an idea
 - c.3. Discusses and responds to the feelings caused by creative movement and dance

- d. Dramatic Play and Theatre
 - d.1. Explores dramatic play and theatre
 - d.2. Creates dramatic play and theatre to communicate an idea
 - d.3. Discusses and responds to the feelings caused by dramatic play and theatre

Literacy Circle

The theme series suggests a circle after center time that describes experiences that are planned to focus on the standards listed in IV. Language, Communication and Emergent Literacy.

I. Physical Development

A. Health and Wellness

1. Shows characteristics of good health to facilitate learning
2. Shows visual ability to facilitate learning and healthy growth and development
3. Demonstrates auditory ability to facilitate learning and healthy growth and development
4. Demonstrates characteristics of good oral health
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health
7. Shows that basic physical needs are met
8. Actively takes part in basic health and safety routines

B. Self-Help

1. Actively participates in self-care
2. Helps carry out classroom routines

C. Gross Motor Development

1. Demonstrates increasing motor control and balance
2. Demonstrates the ability to combine movements for gross motor skills

D. Fine Motor Development

1. Demonstrates increasing control of small motor muscles to perform simple tasks
2. Uses eye-hand coordination to perform fine motor tasks

II. Approaches to Learning

A. Eagerness and Curiosity

1. Shows curiosity and is eager to learn new things and have new experiences

B. Persistence

1. Attends to tasks for a brief period and seeks help when needed

C. Creativity

1. Approaches daily activities with creativity

D. Planning and Reflection

1. Shows initial signs of planning and learning from their experiences

III. Social and Emotional Development

A. Self-Regulation

a. Affective

- a.1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- a.2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and

negative, with teacher support and multiple experiences over time.

b. Life/Adaptive

- b.1. Follows simple rules, agreements, and familiar routines with teacher support
- b.2. Begins to use materials with increasing care and safety
- b.3. Adapts to transitions with increasing independence

B. Relationships

a. Self

- a.1. Shows increasing confidence in their own abilities

b. Peers

- b.1. Interacts with and develops positive relationships with peers
- b.2. Develops special friendships
- b.3. Shows care and concern for others

c. Adults

- c.1. Develops positive relationships and interacts comfortably with familiar adults

C. Social Problem Solving

- 1. Shows developing ability to solve social problems with support from familiar adults
- 2. Develops an initial understanding of bullying, with support from familiar adults

IV. Language, Communication, and Emergent Literacy

A. Listening and Understanding

1. Increases knowledge through listening
2. Follows multi-step directions

B. Speaking

1. Speech is understood by both a familiar and an unfamiliar peer or adult

C. Vocabulary

1. Show an understanding of words and their meanings
2. Shows increased vocabulary to describe many objects, actions, and events

D. Sentences and Structure

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
2. Connects phrases and sentences to build ideas

E. Conversation

1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
2. Initiates, ask questions, and responds to adults and peers in a variety of settings
3. Uses appropriate language and style for context

F. Emergent Reading

1. Shows motivation for reading (when book area is available)
2. Shows age-appropriate phonological awareness

3. Shows alphabetic knowledge
4. Demonstrates comprehension of text read aloud

G. Emergent Writing

1. Shows motivation to engage in written expression
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
3. Demonstrates age appropriate ability to write letters
4. Demonstrates knowledge of purposes, functions, and structure of written composition

V. Cognitive Development and General Knowledge

C. Social Studies

a. Individual Development and Identity

- a.1. Begins to recognize and appreciate similarities and differences in people
- a.2. Begins to understand family characteristics, roles, and functions
- a.3. Shows awareness and describes some social roles and jobs that people do

d. Civic Ideals and Practices

- d.1. Demonstrates awareness of group rules
- d.2. Begins to understand and take on leadership roles

b. Music

- b.1. Explores music
- b.2. Creates music to communicate an idea

b.3. Discusses and responds to the feelings caused by music

c. Creative Movement and Dance

c.1. Explores creative movement and dance

c.2. Creates creative movement and dance to communicate an idea

c.3. Discusses and responds to the feelings caused by creative movement and dance

If the program continues through lunch, nap, and into the afternoon, out-door games, painting, blocks, etc. that reflect the mornings experiences should be offered. Children need many opportunities to draw, cut, paint, build, and engage in dramatic play each day. The Beyond Centers and Circle Time Curriculum calls this “intensity” of experiences. In order for children to move through the developmental stages that can be observed in their play and play products they must be allowed rich play experiences that allow them to perfect their skills and knowledge. An extended day provides this time.