



# Early Learning Standards

for the

**Root Garden**  
with **Observation Doors**

[www.adventurouschild.com](http://www.adventurouschild.com)

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# Root Garden with Observation Doors

**Early Learning Content Areas that apply to using The Adventurous Child Root Garden:**

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education and Health

**This is what the children are learning when they use the Root Garden:**

## English/Language Arts

**Reading: Word Recognition, Fluency, and Vocabulary Development – Vocabulary and Concept Development**

- Use new vocabulary learned from experiences.

**Listening and Speaking: Listening and Speaking Skills, Strategies, and Applications - Comprehension**

- Follow one-step spoken directions without prompts.
- Use trial and error to solve a simple problem.

## Mathematics

**Number Sense: Number Relationships**

- Count a number of objects up to three.
- Name groups of objects.

**Computation: Counting, Sorting, Classifying, and Comparing Objects**

- Identify and use the concepts of “one more” and “one less.”
- Make guesses related to quantity.

**Algebra and Functions: Finding Patterns and Relationships**

- Identify attributes of objects.

**Geometry: Recognizing Common Geometric Shapes and Using Directional Words**

- Give clues for finding hidden objects.
- Use “in” and “out” to indicate where things are in space.

**Measurement: Time and Measurement Relationships**

- Use any descriptive word or gesture to express amount or size.
- Communicate the size of things relative to self (e.g., compared to size of finger, arms length).
- Identify similarities and differences in objects.

**Problem Solving: Ability to Reason, Predict, and Problem Solve Through Exploration**

- Make simple cause/effect predictions.
- Identify parts on an object.
- Imitate the use of an adult tool in play.
- See a simple task through to completion.

## Science

**The Nature of Science and Technology – Scientific Inquiry and Process**

- Choose an area with science materials as a place to work.
- Observe and describe properties of objects.
- Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.
- Use a variety of “scientific tools” (e.g., balance scales, magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.
- Ask and answer questions about his world.

### **Scientific Thinking – Computation and Estimation**

- Classify objects by different attributes (characteristics).
- Use familiar materials to measure things (e.g., popsicle sticks, cubes, paper clips, crayons, hand).

### **Scientific Thinking – Shapes and Symbolic Relationships**

- Talk about the fact that everything has a shape.

### **Environments – The Physical Setting**

- Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).
- Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, recognizing changes in weather.
- Describe how the physical environment affects the living environment and vice versa.

### **Environments – The Living Environment**

- Observe and explore a variety of live plants and animals.
- Take care of familiar plants and animals.
- Identify plants and animals as living things.
- Identify non-living things.
- Talk about different types of plants and animals that inhabit the earth.

### **Communication – Sharing Observations and Discoveries**

- Identify attributes or characteristics for comparison (e.g., color, size, gender, shape).
- Classify objects by an attribute (characteristic) and share their thinking with another.
- Participate in discussions related to their findings.
- Use charts, drawings, and graphs to share their findings with others.
- Dictate statements/draw pictures to share findings.

## Social Studies

### **Civics and Government – Foundations and Functions of Government and Its Citizens**

- Follow simple directions.
- Start sharing some objects with others.

### **Geography – Places and Regions**

- Use words hard/soft, rough/smooth, and water/land when describing surfaces.
- Identify various natural features.

### **Geography – Environment and Safety**

- Help clean up after doing an activity.

## Physical Education and Health

### **Enjoyment of Motor and Sensory Experiences: Exhibiting Self-Confidence**

- Participate in a variety of gross/fine motor and sensory activities.