



National Standards Alignment for 79670 Gus and Nia's Shaking Adventure

NAEYC

Social-Emotional Development

2.B.04 Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.

2.B.06 Children have varied opportunities to interact positively, respectfully, and cooperatively with others; learn from and with one another; and resolve conflicts in constructive ways.

Language Development

2.D.07 Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

Early Literacy

2.E.04e Children have varied opportunities to be read the same book on repeated occasions.

2.E.04g Children have varied opportunities to engage in conversations that help them understand the content of the book.

Early Mathematics

2.F.03 Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.

2.F.06 Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.

Science

2.G.05 Children are provided varied opportunities and materials to collect data and to represent and document their findings (e.g., through drawing or graphing).

2.G.06 Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

2.G.08 Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas.

Head Start Early Learning Framework

Social & Emotional Development

SED.3.3. Follows simple rules, routines, and directions.

Approaches to Learning

AL.1.1. Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.

Logic & Reasoning

LR.1.1. Seeks multiple solutions to a question, task, or problem.
LR.1.3. Classifies, compares, and contrasts objects, events, and experiences.

Literacy Knowledge & Skills

LKS.5.3. Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.

Mathematics Knowledge & Skills

MKS.1.5. Uses the number name of the last object counted to represent the number of objects in the set.

MKS.2.1. Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.

Science Knowledge & Skills

SKS.1.1. Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.

SKS.1.4. Collects, describes, and records information through discussions, drawings, maps, and charts.

SKS.1.5. Describes and discusses predictions, explanations, and generalizations based on past experience.

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Next Generation Science Standards

Matter and Its Interactions

2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Earth's Place in the Universe

4-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Earth and Human Activity

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Engineering Design

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

CCSS Mathematics

Counting & Cardinality

K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Measurement & Data

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Geometry

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.G.B.5 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

K.G.B.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

CCSS English Language Arts

Reading: Literature

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

Reading: Informational Text

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking & Listening

SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Language

LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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