

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.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.

2.F.10 Children are provided varied opportunities and materials to create, represent, discuss, and extend repeating and growing patterns.

Science

2.G.04 Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.

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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National Standards Readiness for 79849 Ron's Habitat Adventure

Next Generation Science Standards

From Molecules to Organisms: Structures and Processes

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Biological Evolution: Unity and Diversity

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

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

Geometry

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

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.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

Writing

W.K.8 With guidance from adults, recall information from experiences or gather information from provided sources to answer a question.

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.

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