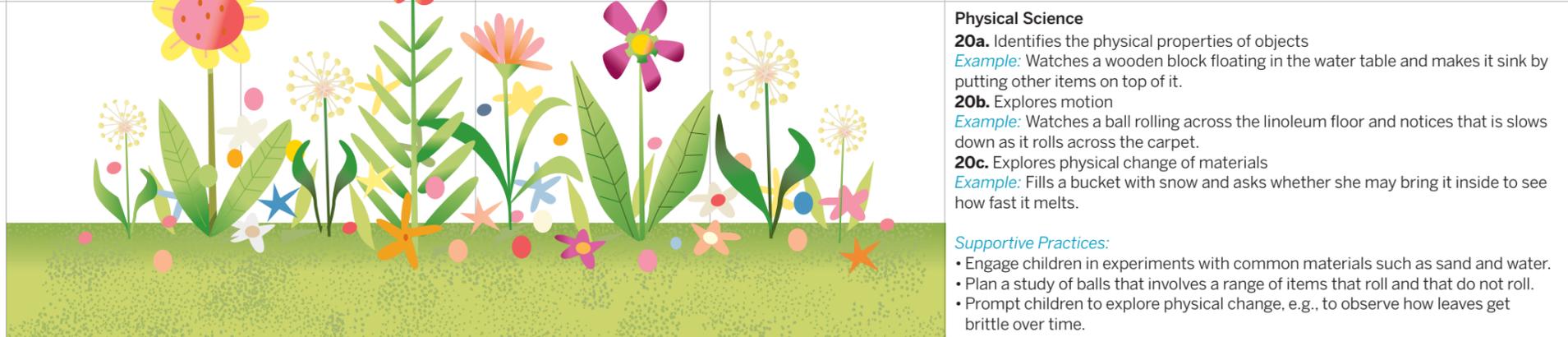


18. Demonstrates understanding of positional words	18a. Emerging	18a. Follows directions that include gestures to place objects <i>in, on, under, up, or down</i> <i>Example:</i> Moves body up and down while the teacher sings, "The children on the bus go up and down." <i>Supportive Practice:</i> Engage children in movement activities that involve words like <i>up</i> and <i>down, in</i> and <i>out</i> .	18a. Follows verbal directions to place or find objects <i>in, on, under, up, or down</i> <i>Example:</i> Looks under the couch when the teacher tells him the ball rolled under it. <i>Supportive Practice:</i> Introduce simple games with materials like a toy garage, where children place small cars <i>in, on, up, or under</i> parts of the garage.	18a. Follows directions to place objects or body <i>beside, between, or next to</i> <i>Example:</i> When asked, sits next to a particular classmate during circle time. <i>Supportive Practice:</i> Plan activities that require children to follow simple directions, e.g., "Give the ball to the person next to you."	18a. Identifies the relative position of objects, using appropriate terms such as <i>above, below, in front of, behind, over, under</i> <i>Example:</i> While playing with a toy garage, puts the cars in different places and says things like, "Park this one is next to that one. Move it over." <i>Supportive Practice:</i> Play "Simon Says." Give directions (e.g., "Put your hand on your head") so that children hear and use terms that indicate relative positions.	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .
Scientific Inquiry	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
19. Observes and describes the characteristics of living things					Life Science 19a. Demonstrates knowledge of the characteristics of living things <i>Example:</i> Comments upon basic needs and simple life cycles of living things, e.g., "Our fish got bigger because we fed it." 19b. Demonstrates understanding that living things change <i>Example:</i> Says, "When I was a baby I couldn't even walk. Now I can run." <i>Supportive Practices:</i> <ul style="list-style-type: none"> • Read stories about living things and their needs. Have children help care for living things in the classroom. • Plant seeds, care for the plants, and discuss changes in the plants over time. Talk about how children's bodies and skills change over time. 	
20. Observes and describes the properties of physical objects					Physical Science 20a. Identifies the physical properties of objects <i>Example:</i> Watches a wooden block floating in the water table and makes it sink by putting other items on top of it. 20b. Explores motion <i>Example:</i> Watches a ball rolling across the linoleum floor and notices that it slows down as it rolls across the carpet. 20c. Explores physical change of materials <i>Example:</i> Fills a bucket with snow and asks whether she may bring it inside to see how fast it melts. <i>Supportive Practices:</i> <ul style="list-style-type: none"> • Engage children in experiments with common materials such as sand and water. • Plan a study of balls that involves a range of items that roll and that do not roll. • Prompt children to explore physical change, e.g., to observe how leaves get brittle over time. 	

Scientific Inquiry	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p>21. Observes and describes characteristics of Earth and space</p>					<p>Earth Science</p> <p>21a. Identifies and describes basic landforms <i>Example:</i> Says, "We looked for fossils at the bottom of the cliff!"</p> <p>21b. Describes basic weather phenomena <i>Example:</i> Says, "It's going to rain. The clouds are dark."</p> <p>21c. Identifies the sun, moon, and stars <i>Example:</i> Points at the sky and exclaims, "I see the moon! The sun's out, but I still see it!"</p> <p>21d. Distinguishes various types of surface materials (soil, sand, and rocks) <i>Example:</i> Explains, "We take the rocks out of our garden before we plant tomatoes."</p> <p>21e. Explores the relationships between people and their environments <i>Example:</i> Looks at a book about Alaska and says that the people there wear coats, hats, and gloves because it's cold.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Take children on field trips where they can see rivers, hills, and streams and to museums where they can see models of landforms. • Guide children's attempts to identify, describe, and record changes in the weather. • Read simple books that explain Earth's rotation, day, and night. • Provide materials for children to explore properties of Earth found in their immediate environment, e.g., encourage children to handle soil and sand when they are wet and dry. • Read books about people who live in different areas of the country. Talk about how climate affects the way people dress and how natural resources affect jobs, transportation, and recreation. 	
<p>22. Demonstrates scientific thinking</p>					<p>Inquiry and Design Practices</p> <p>22a. Observes, explores, and manipulates materials and objects <i>Example:</i> Uses a yard stick to measure the length of a block roadway for toy cars.</p> <p>22b. Makes predictions and tests ideas <i>Example:</i> Says, "Three," when asked, "How many cups of and will you need to fill that bucket?" Then counts the cups as she dumps them in the bucket.</p> <p>22c. Communicates with others about discoveries <i>Example:</i> Points out a squirrel nest in a tree near the classroom window.</p> <p>22d. Represents scientific thinking and knowledge by drawing, dramatizing, and making models <i>Example:</i> Acts out what scientists were doing with equipment in the panda bear exhibit at the zoo.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Encourage children to record observations, e.g., by drawing a caterpillar seen in the class garden. • Provide opportunities for children to make predictions throughout the day. For example, as they are arriving in the morning and moving their names to the "At School" column, ask how many children are at school and how many more will come. Then count the names together after everyone has arrived for the day. • Engage children in recording daily discoveries, e.g., how many children wore boots and how many wore shoes to school. • Provide a variety of materials and encourage children to create models of things that interest them, such as bugs that fly and bugs that crawl. 	

