

PROJECT LEARNING TREE
Environmental Experiences for Early Childhood
Texas Early Childhood Standards

Correlation/Early Childhood Standards	Students are expected to:	Activity
II. Language and Communication Domain		
II.A.1.	Child shows understanding by responding appropriately <ul style="list-style-type: none"> • responds to stories by asking and answering questions • makes comments related to the topic being discussed • responds before, during, and after stories read to the whole class, as well as responding when read to in a small group 	2, 4, 5, 6, 7
II.A.2.	Child shows understanding by following <ul style="list-style-type: none"> • two step oral directions and usually follows three-step directions • follows directions on a tape or CD to perform various movements, or gestures. 	1, 4, 5, 7, 8, 9, 10, 11
III. Emergent Literacy – Reading Domain		
III.A.1.	Child engages in pre-reading and reading related activities. <ul style="list-style-type: none"> • repeats or “chimes in” on repeated parts of predictable stories • engages in acting out a read aloud during circle time or small-group instruction 	2, 7, 9, 10
III.D.3.	Child asks and answers appropriate questions about the book. <ul style="list-style-type: none"> • asks questions regarding the story or information in the text (“What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How did that work?”) • identifies the cover of the book and where to begin to read • discusses what the author and illustrator do • makes comments about the characters or actions within a story • actively participates while being read to by predicting what might happen next in the story • discusses other ways a story might end • discusses what might happen if different characters were in the story 	5, 6
IV. Emergent Literacy – Writing Domain		
IV.D.1.	Child uses some appropriate writing conventions when writing or giving dictation. <ul style="list-style-type: none"> • dictates a story and, when finished, says, “the end” 	4, 6, 8, 10, 11

VI. Science Domain	
VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects. <ul style="list-style-type: none"> • uses senses to explore and sensory language to describe properties of natural and human-made materials • sorts, groups, or classifies objects in meaningful ways based on one or more properties (hard/soft or heavy/light; materials that are made of – wood, plastic, rock, color) 	1, 2, 3, 5, 6, 7, 10, 11
VI.B.1. Child identifies and describes the characteristics of organisms. <ul style="list-style-type: none"> • describes color, size, and shape of organisms. • describes animals' needs for food, water, air, and shelter or plants' needs for water, nutrients, air, and light • compares differences and similarities of animals (fish live in water, dogs and cats have fur, all birds have feathers) • uses the tools of science (hand lens and measurement tools) to observe and discuss plants and animals 	1, 3, 6, 9, 10, 11
VI.B.2. Child describes life cycles of organisms. <ul style="list-style-type: none"> • plants seeds, then observes • discusses, and records plant growth • differences between living and nonliving 	6, 7, 9, 11
VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments. <ul style="list-style-type: none"> • observes, discusses, and records seasonal changes in the neighborhood trees and organisms (watches for birds in the spring as they collect nesting materials) 	3, 5, 6, 7, 8
VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses. <ul style="list-style-type: none"> • observes, discusses, and compares earth materials (rocks, soil, and sand) using hand lenses, sieves, water, and balances • identifies the importance of soil, sunlight, air, and water to plant growth 	9, 11
VI.D.1. Child practices good habits of personal safety. <ul style="list-style-type: none"> • follows/uses safety procedures while using common tools and materials (glue, scissors, rulers, pencils, hammers, wood, safety goggles) 	1, 6
VI.D.3. Child identifies good habits of nutrition and exercise. <ul style="list-style-type: none"> • identifies and discusses nutritious healthy snacks • participates in preparing healthy nutritious snacks 	1, 3, 4, 5, 6, 7, 8, 9, 11
VIII. Fine Arts Domain	
VIII.A.1 Child uses a variety of art materials and activities for sensory experience and exploration. <ul style="list-style-type: none"> • investigates with a variety of materials (crayons, paint, clay, markers) • manipulates modeling clay by rolling, pinching, squeezing, patting, and cutting • selects a variety of materials in the art center for exploration (painting with cotton swabs on paper) • comments on colors, shapes, space, textures, and objects in the environment 	1, 2, 3, 4, 5, 6, 8, 10, 11

VIII.A.2. Child uses art as a form of creative self expression and representation <ul style="list-style-type: none"> uses a variety of materials to create art forms 	3, 7, 8, 10, 11
VIII.B.1. Child participates in classroom music activities. <ul style="list-style-type: none"> sings songs about concepts learned in the curriculum (singing about planting seeds when the theme is gardening, transportation songs, etc.) creates own musical instruments using boxes, strings, rubber bands, and cans 	1, 2, 3, 5, 9, 11
VIII.B.2. Child responds to different musical styles through movement and play. <ul style="list-style-type: none"> follows the beat using body and musical instruments (walks or jumps to the beat) 	1, 4, 8
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations. <ul style="list-style-type: none"> engages in dramatic play with classmates (plays the part of different characters in a familiar book) creates props to dramatize a story read aloud or represent mood 	6, 10, 11
IX. Physical Development Domain	
IX.A.2. Child coordinates sequence of movements to perform tasks participates in group games involving movement <ul style="list-style-type: none"> moves in rhythm to simple tunes and music patterns 	1, 3, 7, 8
V. Mathematics Domain	
V.C.1. Child names common shapes <ul style="list-style-type: none"> identifies shapes using her sense of touch when blindfolded (“This shape has 4 sides. It’s a square.”) identifies common shapes, such as circle, square, rectangle, triangle, and rhombus knows the number of sides form shapes, such as square, rectangle, triangle, and rhombus describes attributes of shapes using his own language uses mathematical vocabulary to describe shape pictures (“This triangle has 3 sides and 3 corners.”) identifies common solids 	1, 6
V.C.2. Child creates shapes <ul style="list-style-type: none"> puts together shapes to make real-world objects and other shapes (using a square and a triangle to make a house) breaks apart shapes to make real - world objects and other shapes (cutting a house picture into a triangle and a square) creates new shapes by putting together 2 or more shapes to make a new shape (2 triangles together make a square) uses mathematical vocabulary to describe shapes pictures 	1
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. <ul style="list-style-type: none"> sorts objects into groups and explains bases of grouping 	3, 6, 7

<p>V.E.2. Child collects data and organizes it in a graphic representation.</p> <ul style="list-style-type: none"> • places concrete objects or picture representations on a floor graph • compares data on graphs or charts • uses mathematical language to describe data (more, less, same, longer, shorter) 	5, 6
<p>V.E.3. Child recognizes and creates patterns.</p> <ul style="list-style-type: none"> • identifies repeating patterns in nature 	1