

**Mother Goose Time Inc.**  
**Content & Performance Standards**

**Domain I – Language Development**

*LD 1 Listening and Understanding*

- LD 1.1 Shows progress in understanding and following a two- to three-step process
- LD 1.2 Demonstrates an understanding of conversations, stories and songs
- LD 1.3 Develops auditory discrimination
- LD 1.4 Demonstrates attentive listening behaviors
- LD 1.5 Responds to oral questions with coherent ideas
- LD 1.6 Uses and interprets nonverbal cues in communication strategies

*LD 2 Speaking and Communicating*

- LD 2.1 Uses developmentally appropriate language to convey needs, ideas and emotions
- LD 2.2 Progresses in abilities to respond appropriately in groups (taking turns, asking questions, active listening)
- LD 2.3 Initiates conversations with peers and adults
- LD 2.4 Progresses in pronunciation and speaking in sentences, connecting two or more ideas with increased length and complexity
- LD 2.5 Uses language to describe objects, places and experiences
- LD 2.6 Retells recent and past experiences
- LD 2.7 Demonstrates acquisition of new words and attempts to use them in context throughout the day
- LD 2.8 Begins to explore different languages and types of communication such as American Sign Language and Spanish

**Domain II – Literacy**

*L 1 Phonemic Awareness*

- L 1.1 Explores letter/sound connections
- L 1.2 Participates in rhymes and explores word families
- L 1.3 Shows growing awareness of beginning and ending sounds of words
- L 1.4 Demonstrates auditory discrimination of separate syllables

*L 2 Print Awareness*

- L 2.1 Models reading behavior such as holding the book correctly and turning pages
- L 2.2 Develops visual discrimination
- L 2.3 Differentiates between letters, numbers and pictures
- L 2.4 Demonstrates alphabetic knowledge
- L 2.5 Makes sense of print/words, recognizing that a word is formed by a group of letters
- L 2.6 Begins to understand that words combined together make a sentence
- L 2.7 Recognizes varying forms of print
- L 2.8 Uses left-to-right and top-to-bottom direction of text

### *L 3 Reading*

- L 3.1 Responds to literature with enjoyment and independently looks at books
- L 3.2 Explores and participates in storytelling
- L 3.3 Recalls information from stories in sequential order
- L 3.4 Understands that a book has a title and an author and illustrator
- L 3.5 Answers story-related questions and asks relevant questions
- L 3.6 Uses picture cues to predict story events
- L 3.7 Applies phonic strategies to sound out words and read phrases
- L 3.8 Develops understanding that people read for a variety of purposes
- L 3.9 Connects events from literature to real-life experiences

### *L 4 Writing*

- L 4.1 Observes and mimics the writing process
- L 4.2 Uses scribbles, drawings, shapes and letter-like symbols to represent thoughts, stories and ideas
- L 4.3 Manipulates writing utensils, strengthens fine motor skills and practices eye-hand coordination to form letters and numbers
- L 4.4 Expresses ideas or stories through dictation
- L 4.5 Develops understanding that writing is a way of communicating for a variety of purposes
- L 4.6 Begins to match sounds with letters
- L 4.7 Explores inventive spelling
- L 4.8 Begins to copy, write and recognize own name
- L 4.9 Attempts to read their sentences from their written work or use of word cards

## **Domain III – Mathematics**

### *M 1 Numeration and Operation*

- M 1.1 Begins to identify numbers 1 through 10 and beyond
- M 1.2 Begins to count in numerical order
- M 1.3 Demonstrates one-to-one correspondence
- M 1.4 Explores the relationships between numbers and quantities
- M 1.5 Begins to use math vocabulary such as more, less, greater than, fewer, equal to, next to, first, last and other instructional vocabulary
- M 1.6 Begins to understand simple addition and subtraction

### *M 2 Patterns, Functions and Algebra*

- M 2.1 Identifies, creates and copies a simple pattern
- M 2.2 Develops basic sequencing skills
- M 2.3 Sorts, matches and classifies common attributes
- M 2.4 Begins to understand that objects can be used for comparison
- M 2.5 Explores with and discusses graphing activities

### *M 3 Geometry*

- M 3.1 Begins to recognize, identify and draw basic shapes
- M 3.2 Recognizes shapes in the environment
- M 3.3 Develops ability to put together and take apart shapes
- M 3.4 Explores symmetry
- M 3.5 Discovers and explores spatial relationships

### *M 4 Measurement*

- M 4.1 Manipulates and explores measurement tools
- M 4.2 Experiments with basic concepts of measurement
- M 4.3 Develops an understanding that events can be ordered according to sequence (months, days of the week, seasons and vocabulary such as yesterday, today and tomorrow)
- M 4.4 Makes predictions and estimations during measurement activities
- M 4.5 Begins to develop concepts of time using tools such as calendars and clocks

### *M 5 Money*

- M 5.1 Manipulates and begins to identify different types of money
- M 5.2 Begins to understand the concepts of earn, save, spend and give

- M 5.3 Begins to understand concepts of needs and wants, making choices and setting simple goals
- M 5.4 Explores the concept of fair trade

#### M 6 *Logic*

- M 6.1 Recalls from memory
- M 6.2 Uses reasoning strategies to solve problems
- M 6.3 Creates independent solutions to a problem
- M 6.4 Develops and applies critical thinking skills
- M 6.5 Connects new concepts to concepts already known
- M 6.6 Progresses in ability to set goals, and develop and complete plans
- M 6.7 Attempts to put puzzles together

### **Domain IV – Science**

#### S 1 *Weather and Seasons*

- S 1.1 Recognizes and identifies the four seasons
- S 1.2 Develops an awareness and knowledge of weather
- S 1.3 Gains understanding of how weather affects people, plants and animals
- S 1.4 Develops awareness of vocabulary associated with weather

#### S 2 *Living Things*

- S 2.1 Identifies living things and explains their basic needs
- S 2.2 Observes and explores the concept of change in people, plants and animals, and their environments
- S 2.3 Discriminates and classifies between living and nonliving things using appropriate vocabulary
- S 2.4 Builds awareness of the life cycle

#### S 3 *Environment*

- S 3.1 Develops an awareness and appreciation of the environment
- S 3.2 Practices habits of recycling and reusing
- S 3.3 Begins to explore cause and effect relationships with regards to the environment

#### S 4 *Matter*

- S 4.1 Experiments with the structure and property of matter and its behavior
- S 4.2 Explores the concept of change in nonliving things
- S 4.3 Identifies a variety of forces such as gravity, push and pull

#### *S 5 Hypothesis/Experimentation*

- S 5.1 Asks questions, makes predictions and shares ideas about inferred and observed phenomena
- S 5.2 Explores science using five senses to make educated guesses
- S 5.3 Explores and manipulates basic science tools (magnifying glass, eyedropper)
- S 5.4 Develops tactile discrimination by exploring a variety of textures
- S 5.5 Uses the scientific process to investigate

#### *S 6 Data Analysis*

- S 6.1 Observes and classifies materials
- S 6.2 Uses science vocabulary to describe findings

#### *S 7 Computer Science and Technology*

- S 7.1 Understands that a keyboard types words, letters and numbers
- S 7.2 Explores how simple machines work

### **Domain V – Physical Health**

#### *PH 1 – Health*

- PH 1.1 Practices healthy hygiene habits
- PH 1.2 Develops an awareness of nutrition and healthy life choices
- PH 1.3 Participates in food preparation
- PH 1.4 Develops an appreciation of their body
- PH 1.5 Develops in physical growth, strength and flexibility
- PH 1.6 Engages in activities that encourage physical fitness

#### *PH 2 Safety*

- PH 2.1 Practices safety rules
- PH 2.2 Communicates feelings about health and safety
- PH 2.3 Develops ability to differentiate between safe and dangerous behavior
- PH 2.4 Develops strategies for problem solving in emergency situations

### PH 3 Fine Motor

- PH 3.1 Develops hand muscle strength, control and dexterity
- PH 3.2 Develops eye-hand coordination
- PH 3.3 Explores and manipulates tools such as pencils, paintbrushes, scissors and crayons

### PH 4 Gross Motor

- PH 4.1 Develops balance and control when moving in ways such as jumping, running, walking and climbing
- PH 4.2 Demonstrates coordination when throwing, catching, swinging and kicking

## **Domain V – Creative Arts**

### *CA 1 Art*

- CA 1.1 Participates in a process of planning, creating and appreciating art
- CA 1.2 Explores color, line, shape, form and texture
- CA 1.3 Discovers an appreciation of the process of creating an artistic project
- CA 1.4 Cultivates artistic abilities using various mediums

### *CA 2 Music*

- CA 2.1 Participates in songs, rhymes and poems
- CA 2.2 Uses songs, rhymes and poems to enhance language development
- CA 2.3 Develops critical thinking skills through music exploration
- CA 2.4 Explores patterns of rhythm and beat
- CA 2.5 Experiments with everyday objects to create sounds
- CA 2.6 Explores expression of feelings through music and movement
- CA 2.7 Discovers, compares and develops an appreciation of a variety of music genres

### *CA 3 Movement*

- CA 3.1 Follows two- to three-step directions while participating in movement activities
- CA 3.2 Participates in cross-lateral transfer activities
- CA 3.3 Demonstrates body control by responding to tempo changes such

- as fast or slow and stop and go
- CA 3.4 Demonstrates ability to move body parts in a rhythmic pattern
- CA 3.5 Uses dance or movement to creatively interpret music or feelings

#### *CA 4 Dramatic Play*

- CA 4.1 Participates in dramatic play activities
- CA 4.2 Utilizes a variety of objects in dramatic play, exhibiting growth in imagination and creativity
- CA 4.3 Incorporates individual ideas in dramatic play
- CA 4.4 Explores components of dramatic play
- CA 4.5 Discriminates between reality and fantasy

### **Domain VI – Social and Emotional Development**

#### *SE 1 Emotional Development*

- SE 1.1 Uses appropriate social behavior (self-regulation, interactions with peers and adults, follows rules, and respects the property of others and self)
- SE 1.2 Demonstrates growing confidence in personal abilities and self-direction
- SE 1.3 Demonstrates an ability to make independent choices and express personal preferences
- SE 1.4 Demonstrates knowledge of self and others
- SE 1.5 Discovers how personal actions affect others and begins to accept consequences
- SE 1.6 Demonstrates ability to negotiate open-ended questions and tasks
- SE 1.7 Negotiates transitions and routines with a developmentally appropriate attention span
- SE 1.8 Displays satisfaction with completed tasks
- SE 1.9 Utilizes conflict resolution and problem solving skills
- SE 1.10 Initiates learning activities with a positive attitude

#### *SE 2 Social Relationships and Cooperation*

- SE 2.1 Develops positive classroom relationships with peers and adults
- SE 2.2 Demonstrates appropriate classroom behaviors (sharing, taking turns, cooperation)
- SE 2.3 Participates in group activities
- SE 2.4 Initiates interactions with peers and adults

- SE 2.5 Communicates with others regarding personal feelings and experiences
- SE 2.6 Politely asks and gives help to peers and adults
- SE 2.7 Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks
- SE 2.8 Identifies family members and develops awareness of individual roles in the family

**Domain VIII – Social Studies**

*SS 1 Global Citizenship*

- SS 1.1 Begins to understand the relationship between places and locations
- SS 1.2 Demonstrates appreciation and respect for the environment and world
- SS 1.3 Develops an awareness of diverse cultures and traditions
- SS 1.4 Begins to recognize that each person is unique in traits, abilities and personality
- SS 1.5 Develops an awareness of the global world through maps and discussions

*SS 2 Community Awareness*

- SS 2.1 Develops an awareness of roles and careers
- SS 2.2 Creates simple representations of home, school and community environments by making maps or drawings
- SS 2.3 Recognizes symbols found in their environment such as traffic signals and railroad crossing signs
- SS 2.4 Begins to understand object positions and vocabulary such as up, down, around, behind, etc.
- SS 2.5 Develops an understanding and awareness that history is about events, people and places from the past
- SS 2.6 Uses behaviors of good citizenship to promote a positive sense of community

Overview

Domain	Standard
<b>LD Language Development</b>	<ul style="list-style-type: none"> <li>• LD 1 Listening and Understanding</li> <li>• LD 2 Speaking and Communicating</li> </ul>

<b>L Literacy</b>	<ul style="list-style-type: none"> <li>• L 1 Phonemic Awareness</li> <li>• L 2 Print Awareness</li> <li>• L 3 Reading</li> <li>• L 4 Writing</li> </ul>
<b>M Mathematics</b>	<ul style="list-style-type: none"> <li>• M Numeration and Operation</li> <li>• M 2 Pattern, Functions, Algebra</li> <li>• M 3 Geometry</li> <li>• M 4 Measurement</li> <li>• M 5 Money</li> <li>• M 6 Logic</li> </ul>
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<b>SE Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• SE 1 Emotional Development</li> <li>• SE 2 Social Relationships</li> </ul>
<b>SS Social Studies</b>	<ul style="list-style-type: none"> <li>• SS 1 Community Awareness</li> <li>• SS 2 Global Citizenship/Diversity</li> </ul>