

Pre-K Guidelines		STEAM PARK								
"x" indicates that students are learning these skills when using the materials.		Functional Elements	Welcome to STEAM Park	Ramps	Moving on Water	Probability	Performing Arts	Gears	Chain Reaction	Open-ended Exploration*
Social and Emotional Development Domain										
I.A.1.	Child is aware of where own body is in space and respects personal boundaries.	x								x
I.A.2.	Child shows selfawareness and can express pride in age appropriate abilities and skills.									x
I.A.3.	Child shows reasonable opinion of his own abilities and limitations.									x
I.A.4.	Child shows initiative in independent situations and persists in attempting to solve problems.	x	x	x	x	x	x	x	x	x
I.B.1.a.	Child follows classroom rules and routines with occasional reminders from teacher.	x	x	x	x	x	x	x	x	x
I.B.1.b.	Child takes care of and manages classroom materials	x	x	x	x	x	x	x	x	x
I.B.1.b	Child regulates his own behavior with occasional reminders or assistance from teacher.	x	x	x	x	x	x	x	x	x
I.B.2.a.	Child begins to understand difference and connection between emotions/feelings and behaviors.									x
I.B.2.b.	Child can communicate basic emotions/feelings.									x
I.B.3.a.	Child sustains attention to personally chosen or routine (teacherdirected) tasks until completed.									x
I.B.3.b.	Child remains focused on engaging group activities for up to 20 minutes at a time.	x	x	x	x	x	x	x	x	x
I.C.1.	Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.	x	x	x	x	x	x	x	x	x
I.C.2.	Child assumes various roles and responsibilities as part of a classroom community	x	x	x	x	x	x	x	x	x
I.C.4.	Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	x	x	x	x	x	x	x	x	x
I.C.5.	Child initiates problem solving strategies and seeks adult help when necessary.	x	x	x	x	x	x	x	x	x
I.C.6.	Child demonstrates empathy and caring for others.									x
I.C.7.	Child interacts with a variety of playmates and may have preferred friends.	x	x	x	x	x	x	x	x	x
i.D.1.	Child demonstrates an understanding that others have perspectives and feelings that are different from her own.						x			x

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Language and Communication Domain										
II.A.1.	Child shows understanding by responding appropriately.	x	x	x	x	x	x	x	x	x
II.A.2.	Child shows understanding by following two step oral directions and usually follows threestep directions.	x	x	x	x	x	x	x	x	x
II.A.3.	Child shows understanding of the language being spoken by teachers and peers	x	x	x	x	x	x	x	x	x
II.B.1.	Child is able to use language for different purposes.									x
II.B.2.	Child engages in conversations in appropriate ways.	x	x	x	x	x	x	x	x	x
II.B.3.	Child provides appropriate information for various situations.	x	x	x	x	x	x	x	x	x
II.B.4.	Child demonstrates knowledge of verbal conversational rules.	x	x	x	x	x	x	x	x	x
II.B.6.	Child matches language to social contexts.	x	x	x	x	x	x	x	x	x
II.C.1.	Child's speech is understood by both the teacher and other adults in the school.	x	x	x	x	x	x	x	x	x
II.D.1.	Child uses a wide variety of words to label and describe people, places, things, and actions.	x	x	x	x	x	x	x	x	x
II.D.2.	Child demonstrates understanding of terms used in the instructional language of the classroom.	x	x	x	x	x	x	x	x	x
II.D.5.	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	x	x	x	x	x	x	x	x	x
II.D.6.	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	x	x	x	x	x	x	x	x	x
II.E.3.	Child uses sentences with more than one phrase.									x
II.E.4.	Child combines more than one idea using complex sentences.									x
II.E.5.	Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.									x
II.E.7.	Child uses single words and simple phrases to communicate meaning in social situations.	x	x	x	x	x	x	x	x	x
II.E.8.	Child attempts to use new vocabulary and grammar in speech.	x	x	x	x	x	x	x	x	x

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Mathematics Domain												
V.A.1.	Child knows that objects, or parts of an object, can be counted.					x		x			x	x
V.A.2.	Child uses words to rote count from 1 to 30.											x
V.A.3.	Child counts 1– 10 items, with one count per item.					x						x
V.A.4.	Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.											x
V.A.5.	Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.					?						x
V.A.6.	Child demonstrates understanding that when counting, the items can be chosen in any order.											x
V.A.7.	Child uses the verbal ordinal terms.											x
V.A.8.	Child verbally identifies, without counting, the number of objects from 1 to 5.											x
V.B.1.	Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.											x
V.B.2.	Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.											x
V.B.3.	Child uses informal strategies to separate up to 10 items into equal groups.											x
V.C.1.	Child names common shapes.					x						x
V.C.2.	Child creates shapes.	x										x
V.C.3.	Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).		x		x	x			x	x	x	x
V.C.4.	Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.											x
V.D.1.	Child recognizes and compares heights or lengths of people or objects.					x					x	x
V.D.2.	Child recognizes how much can be placed within an object.						x					x
V.D.3.	Child informally recognizes and compares weights of objects or people.						x					x
V.D.4.	Child uses language to describe concepts associated with the passing of time.									x	x	x

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VE.1.	Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.					x				x
VE.2.	Child collects data and organizes it in a graphic representation.			x	x	x				x
VE.3.	Child recognizes and creates patterns.	x			x	x			x	x

Science Domain										
VI.A.1.	Child observes, investigates describes, and discusses properties and characteristics of common objects.	x			x					x
VI.A.2.	Child observes, investigates describes and discusses position and motion of objects.	x		x	x			x	x	x
VI.A.3.	Child uses simple measuring devices to learn about objects.			x	x	x				x

Social Studies Domain										
VII.A.1.	Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.						x			x
VII.A.2.	Child identifies similarities and differences in characteristics of families.									x
VII.A.3.	Child connects their life to events, time, and routines.									x
VII.B.1.	Child demonstrates that all people need food, clothing, and shelter									x
VII.B. 2.	Child demonstrates understanding of what it means to be a consumer.									x
VII.B.3.	Child discusses the roles and responsibilities of family, school, and community helpers.									x
VII.C.1.	Child identifies and creates common features in the natural environment.									x

Fine Arts Domain										
VIII.A.1.	Child uses a variety of art materials and activities for sensory experience and exploration.						x			x

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VIII.A.2.	Child uses art as a form of creative self expression and representation.						x			x
VIII.A.3.	Child demonstrates interest in and shows appreciation for the creative work of others.						x			x
VIII.C.1.	Child creates or recreates stories, moods, or experiences through dramatic representations.						x			x

Physical Domain										
IX.A.2.	Child coordinates sequence of movements to perform tasks.						x			x
IX.B.1.	Child shows control of tasks that require small muscle strength and control.	x	x	x	x	x	x	x	x	x
IX.B.2.	Child shows increasing control of tasks that require eye hand coordination.	x	x	x	x	x	x	x	x	x
IX.C.1.	Child practices good habits of personal safety.	x	x	x	x	x	x	x	x	x
IX.C.3.	Child identifies good habits of nutrition and exercise.									x

*Teachers could use STEAM Park to work with children to cover these standards during open-ended exploration time.