

Maryland's Healthy Beginnings

Alignment with Preschool Curriculum by FunShine Online®

Ages 3-5 Years

Healthy Beginnings: Supporting Development and Learning from Birth Through Three Years of Age	FunShine Online® Learning Goals and Objectives
Personal and Social Development	Social/Emotional Development
A. Building Self-Concept	Imagination, Self-Concept, Family and Community
1. Be more confident, self directed, purposeful and inventive in play	AL1 Shows creativity, flexibility, and inventiveness in play experiences SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
2. Relate his needs, wants and feelings to others	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
3. Have increased self-regulation, following classroom rules and routines with guidance	SS6 Follows simple rules and routines PD15 Follows basic safety and health rules SS5 Understands family roles, relationships, rules, jobs
B. Relating to Adults	Relationships
1. Imitate and try to please familiar adults	SE7 Uses play to explore and practice social roles and relationships
2. Be more comfortable around unfamiliar adults	SE8 Interacts comfortably with familiar adults SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest SE13 Seeks help or information when needed from adults
C. Relating to Other Children	Relationships
1. Begin to play cooperatively for brief periods with other children	SE12 Plays cooperatively with others; resolves some conflicts, uses constructive language
2. Be able to better understand the feelings of other children	SE17 Shows empathy and caring to others, respond to others emotions
3. Participate, with help, in the group life of the class	SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
Language and Literacy	Language/Literacy
A. Listening and Understanding	Listening, Vocabulary
1. Show understanding and respond to simple directions and requests	L1 Follows 2 and 3 step directions of increasing complexity

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2. Understand abstract concepts	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
B. Expressing Thoughts and Ideas	Vocabulary
1. Use more conventions of speech as he speaks	L12 Converses with a rapidly expanding vocabulary L13 Connects phrases and sentences to build ideas L14 Speaks in sentences using grammar that is age-appropriate
C. Entering Into Conversations	Conversation, Listening
1. Have more meaningful conversations with peers and adults	L6 Speaks clearly (is understood by both familiar and unfamiliar adults) L7 Initiates asking questions and responds in conversation with others L8 Shares opinions, experiences, and ideas with others with words
2. Ask “why” and other questions to keep a conversation going	L7 Initiates asking questions and responds in conversation with others
3. Demonstrate active listening skills	L2 Gains meaning by listening to stories, informational texts, directions, conversations
D. Early Literacy: Pre-Reading and Pre-Writing	Vocabulary, Emergent Reading, Emergent Writing
1. Develop phonological awareness by becoming aware of the sounds of spoken language	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
2. Recognize that symbols have corresponding meaning	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
3. Begin to develop fluency by engaging in imitative reading	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling

Source: *Healthy Beginnings: Supporting Development and Learning From Birth to Three Years of Age* (2010) Maryland Department of Education, Division of Early Childhood Development.

	books appropriately actively chooses books
4. Expand his vocabulary and language usage	<p>L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains</p> <p>L12 Converses with a rapidly expanding vocabulary</p> <p>L13 Connects phrases and sentences to build ideas</p> <p>L14 Speaks in sentences using grammar that is age-appropriate</p>
5. Develop comprehension by demonstrating understanding of text during and after reading	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
6. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations	<p>L21 Shows interest in written expression: scribbling, drawing a person</p> <p>L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
7. Use writing utensils for scribbles and drawings	L21 Shows interest in written expression: scribbling, drawing a person
Cognition and General Knowledge	Math, Science, Social Studies,
A. Using Mathematical Thinking	Reasoning, Patterns, Measurement, Geometry, Numbers
1. Use mathematical thinking to solve real problems	M23 Uses simple strategies to solve mathematical problems
2. Show interest in concepts such as matching and sorting according to a single criteria	M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
3. Show interest in quantity, measuring and number relationships	M14 Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
4. Show beginning interest in geometry	M17 Demonstrates age-appropriate knowledge of geometric shapes
5. Show beginning interest in numerals and counting	M1 Grows in rote counting and sequencing of numbers

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B. Use Scientific Thinking	Observation, Investigation, Imagination
1. Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects	<p>S1 Explores materials and makes observations, predictions based on information gathered from the senses</p> <p>S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics</p> <p>S8 Makes comparisons among objects and groups</p>
2. Seek information through observation, exploration and descriptive investigations with simple science tools	<p>S6 Uses tools such as scale, magnifier, bug catcher, map, or binoculars for investigation</p> <p>S1 Explores materials and makes observations, predictions based on information gathered from the senses</p>
3. Use more advanced problem solving skills, testing his understanding and ideas in real situations	AL3 Uses new strategies to solve problems
C. Exploring Social Learning	People and the Environment, Imagination, Reflection, Family and Community, Self-Concept
1. Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment	<p>SS2 Engages in caring for the environment and conservation</p> <p>SS5 Understands family roles, relationships, rules, jobs</p>
2. Use prior knowledge and imagination to think through what he wants to play	<p>AL1 Shows creativity, flexibility, and inventiveness in play experiences</p> <p>AL9 Observes or contemplates and applies knowledge to a new situation</p>
3. Have beginning understanding of consequences when following routines and recreating familiar events	<p>SS6 Follows simple rules and routines</p> <p>SS9 Demonstrates growing awareness of community rules, governance, democracy</p>
4. Begin to recognize his own physical and family characteristics and those of others	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
Physical Development	Physical Development/Health
A. Coordinating Large Muscle Groups	Gross Motor
1. Move with confidence and stability, coordinating movements to accomplish simple tasks	PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet

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	<p>PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping</p> <p>PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment</p>
B. Coordinating Small Muscle Groups	Fine Motor
1. Develop finger skills through many forms of play	<p>PD1 Gains strength and control of small muscles: folding and creasing paper, building with small blocks, manipulating play dough and clay</p> <p>PD2 Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard</p> <p>PD3 Uses scissors to cut shapes from paper</p> <p>PD4 Begins to control use of writing, drawing, art tools, and art/craft mediums</p>
C. Caring for Self and Others	Self-Care
1. Feel more grown up as he accomplishes selfhelp and housekeeping tasks with reminders	<p>PD8 Undresses or dresses self independently, other than help with difficult fasteners</p> <p>PD9 Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food</p> <p>PD10 Washes hands and face without assistance</p> <p>PD11 Brushes teeth independently</p> <p>PD12 Uses tissue for nose, napkin for hand/face appropriately, independently</p> <p>PD13 Cares for toileting needs independently</p>

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