

Cover Up

Standards Addressed

Head Start Standards

Social and Emotional Development

Social relationships

- Communicates with familiar adults and accepts or requests guidance.
- Cooperates with others.
- Develops friendships with peers.
- Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
- Resolves conflict with peers alone and/or with adult intervention as appropriate.
- Recognizes and labels others emotions.
- Expresses empathy and sympathy to peers.
- Recognizes how actions affect others and accepts consequences of one's actions.

Self-concept & Self-Efficacy

- Demonstrates age-appropriate independence in a range of activities, routines, and tasks.
- Demonstrates age-appropriate independence in decision making regarding activities and materials.

Self-Regulation

- Recognizes and labels emotions.
- Handles impulses and behavior with minimal direction from adults.
- Follows simple rules, routines, and directions.

Emotional & Behavioral Health

- Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
- Refrains from disruptive, aggressive, angry, or defiant behaviors.

Approaches to Learning

Initiative and Curiosity

- Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.
- Asks questions and seeks new information.

Persistence & Attentiveness

- Maintains interest in a project or activity until completed.
- Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.

Cooperation

- Plans, initiates, and completes learning activities with peers.
- Joins in cooperative play with others and invites others to play.
- Models or teaches peers.
- Helps, shares, and cooperates in a group

Language Development

Expressive Language

- Engages in communication and conversation with others.
- Uses language to express ideas and needs.
- Engages in conversations with peers and adults

Mathematics Knowledge and Skills

Number Concepts & Quantities

- Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.
- Uses the number name of the last object counted to represent the number of objects in the set.

Number Relationships & Operations

- Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.

Geometry and Spatial Sense

- Understands directionality, order, and position of objects, such as up, down, in front, behind.

Common Core Standards

Kindergarten

Counting and Cardinality

Know number names and the count sequence.

- K.CC.1. Count to 100 by ones and by tens.
- K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Count to tell the number of objects.

- K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- K.CC.5. Count to answer how many questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a

scattered configuration; given a number from 1 to 20, count out that many objects.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.5. Fluently add and subtract within 5.

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.