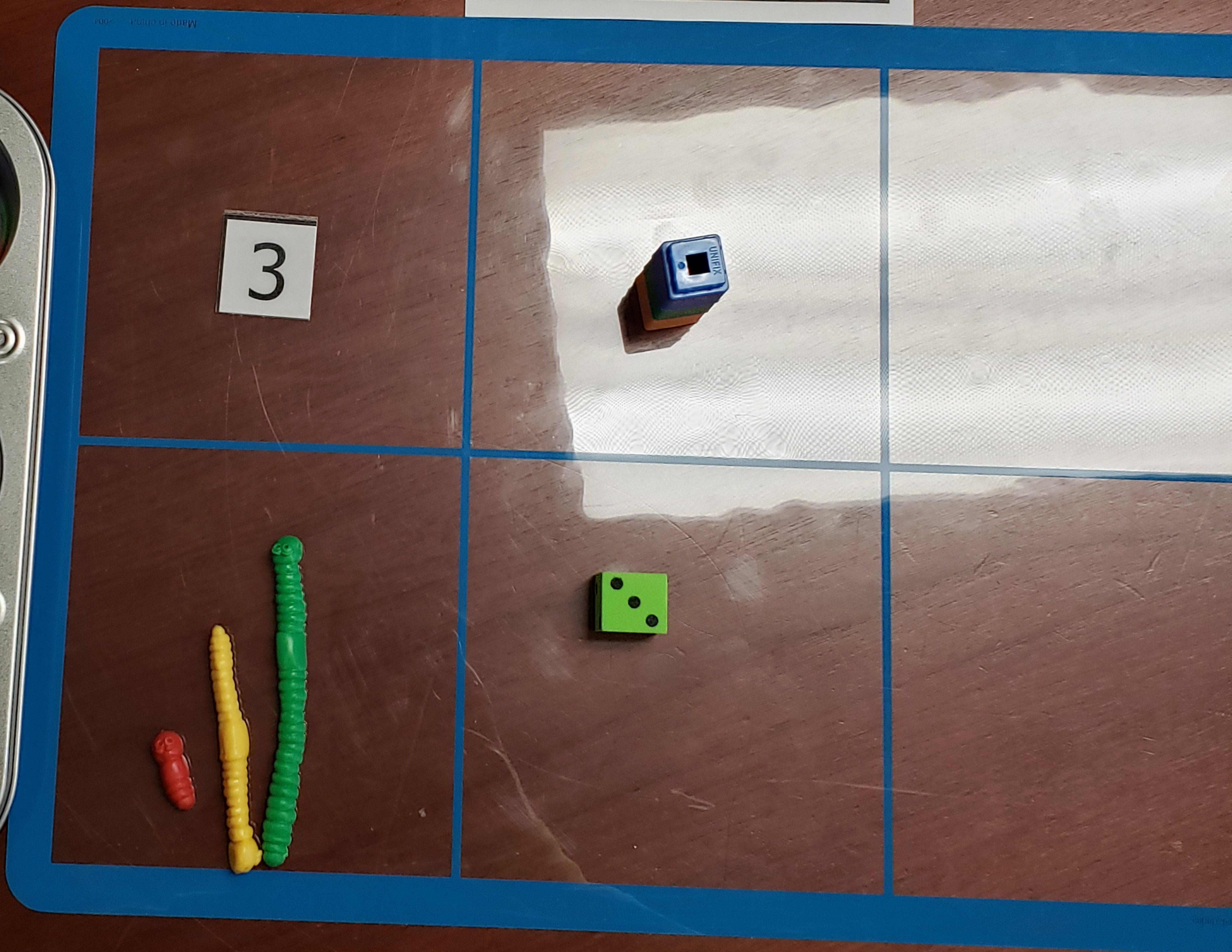




How many ways
can you make 3?



Hands-on Math Activity TNELDS and ELOF Alignment

One activity encompasses multiple standards. Recent study and research show young children's learning is integrated in all the domains of development. Therefore, it is important to provide hands-on and open-ended activities instead of worksheet. The number and objects can be adjusted by responding to a student's ability.

Revised TN ELDS (Birth-48 mos.)	TN ELDS (4-year-old)	ELOF
AL.37-48.4 (Flexibility and Inventiveness) Attempt more challenging thing	PK.AL.CR.3 (Creativity) Demonstrate a willingness to engage in new experiences and activity.	P-ATL3 (Emotional and behavioral self-regulation) Child appropriately handles and takes care of classroom materials
AL.37-48.10 (Persistence) Work at a task or activity for longer periods of time	PK.AL.SR.5 (Self-regulation) Maintain focus appropriate to complete a task and/or learning activity	P-ATL 4. (Emotional and behavioral self-regulation) Child manages actions, words, and behavior with increasing independence
LE.37-48.1 (Receptive Language) Listen with understanding and interest to conversations, directions, music, and a variety of reading materials. (Following the direction of the activity)	PK.AL.CO.11 (Communication) Ask and respond to questions with peers and adults in individual and group activity	P-ATL.6 (Cognitive self-regulation-Executive Function) Child maintains focus and sustain attention with minimal adult support
LE.37-48.2 (Expressive Language) Use language for a variety of purpose	PK.AL.CO.12 (Communication) Seek assistance and/or information when needed to complete a task	P-ATL.7 (Cognitive self-regulation-Executive Function) Child persists in tasks
LE.37-48.6 (Reading Foundational Skills) Show awareness that print conveys a message, that print is read rather than pictures. (Written number recognition)	PK.SPC.SA.5 (Self-awareness) Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving problem	P-ATL.8 (Cognitive self-regulation-Executive Function) Child holds information in mind and manipulates it to perform
MA.37-48.1 (Counting and Cardinality) Begin to identify and label objects using numbers.	PK.SPC.SA.6 (Self-awareness) Seek and accept guidance from primary caregivers, teachers, and other familiar adults	P-SE 1 (Relationship with adults) Child engages in and maintains positive relationship and interactions with adults
MA.37-48.2 (Comparing numbers) Begin to use comparative language such as more/less, equal to describe objects.	PK.SPC.SA.8 (Self-awareness) Use materials purposefully, safely, and respectfully as set by group rules	P-SE 10 (Sense of identity and belonging) Child expresses confidence in own skills and positive feeling about self.
MA.37-48.3 (Operations and Algebra) Explores and begins to sort and classify objects.	PK.FL.PC.1b(Foundational Literacy Standards Print Concept) Recognize that spoken words can be written and read	P-LC 1 (Attending and understanding) Child attends to communication and language from others
S.37-48.1 (Sensory awareness) Demonstrate growing ability to connect sensory input with words and expressions.	PK.SC.6a (Foundational Literacy Standards Sentence Composition) With modeling or verbal prompts, orally produce complete sentences	P-LC 2 (Attending and understanding) Child understands and responds to increasingly complex communication and language from others

S.37-48.9 (Physical science) Describe and categorize objects based on some observable properties	PK.SL.CC.1a (Speaking and listening standards comprehension and collaboration) Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time	P-LC4. (Communication and speaking) Child understands, follows, and uses appropriate social and conversational rules
PD.37-48.2 (Fine motor) Use hands with increasing control and precision for a variety of purpose	PK.SL.CC.3 (Speaking and listening standards comprehension and collaboration) With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	P-LC6. (Vocabulary) Child understands and uses a wide variety of words for a variety of purpose
	PK.CC.A.1 (Counting and Cardinality A) Count forward from 1-30	P-LC7. (Vocabulary) Child shows understanding of word categories and relationships among words
	PK.CC.A.4 (Counting and Cardinality A) Begin to name numerals 0-10	P-MATH 1 (Counting and cardinality) Child knows number names and the count sequence
	PK.CC.B.4 (Counting and Cardinality B) Understand that relationship between numbers and quantities; connect counting to cardinality	P-MATH 2 (Counting and cardinality) Child recognizes the number of objects in a small set
	PK.CC.B.4a (Counting and Cardinality B) When counting objects, say the number names in the standard order, using one-to-one correspondence	P-MATH 3(Counting and cardinality) Child understands the relationship between numbers and quantities
	PK.CC.B.4b (Counting and Cardinality B) Understand that the last number name said tells the number of objects counted.	P-MATH 4 (Counting and cardinality) Child compares numbers
	PK.CC.B.4c (Counting and Cardinality B) Recognize that one more object added to a group of objects changes the quantity as a whole	P-MATH 5 (Counting and cardinality) Child associates with written numerals up to 5 and begins to write numbers
	PK.CC.B.5 (Counting and Cardinality B) Understand that a number represents a corresponding quantity	P-MATH 6 (Counting and cardinality) Child understands addition as adding to and understands subtraction a taking away from
	PK.CC.C.6 (Counting and Cardinality C) Use comparative language. Such as more/less than or equal to, to compare and describe collections of objects.	P-SCI 3 (Scientific inquiry) Child compares and categorizes observable phenomena
	PK.MD.C.4 (Measurement and Data) Sort a collection of objects into given categories using more than one attribute	P-PMP 3 (Fine motor) Child demonstrate increasing control, strength, and coordination of small muscles

	PK.PD.6. (Fine motor) Explore and engage in activities which enhance hand-eye coordination	
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