

Correlation of GA Early Learning Standards, GA Pre-K Content Standards and Kindergarten Standards with Work Sampling System
Scientific Development/Thinking

Adapted* by Elise Bellair, Cobb County School District

Pre-K SD 1 Children will use processes of science to actively explore and increase understanding of the environment

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
	Uses sounds and simple words to ask questions about the environment C1S3 <ul style="list-style-type: none"> • Points to a butterfly on adult's apron and says "bug?" • Says "hot?" before getting into bathtub. • Hears barking and says "doggie?" • Hears a car driving up to house and says "Daddy?" 	Asks questions about the environment C2S3 <ul style="list-style-type: none"> • Looks for the fish hiding under rock in fish tank and wants to know where it went • Asks, "Wiggly sleep?" when he sees the gerbil with its eyes closed • Asks, "What's that?" pointing to chipmunk running across playground. • Watches bath water go down the drain and asks "Where water go?" 	Asks questions about the environment C3S3 <ul style="list-style-type: none"> • Asks, "Where does the sun go at night?" • Asks, "Why did the goldfish die?" • Asks, "The acorn has a hat?" and looks inquisitively at adult • Looks through magnifying glass at dirt; asks, "What's that?" when sees worm • Looks at two plants on window sill and asks, "Why is this plant taller than this one?" • Asks, "Will the wind blow the tree down?" while looking out window during storm 	Asks questions about objects, organisms, or events in environment SD 1 a <ul style="list-style-type: none"> • Notes the different ways that insects can move • Inspects a bird's nest and wonders how it was constructed • Sees a rainbow and asks how it was formed 	<u>Inquiry:</u> Asks questions and uses senses to observe and explore materials and natural phenomena A 1	SKCS1
Actively explores the environment C0S1 <ul style="list-style-type: none"> • Stares at black, white, and red pictures • Follows adult's wiggling fingers with eyes • Brings objects to mouth to explore tastes and textures • Kicks at toys hanging from floor gym to make them move • Shakes rattle repeatedly to hear the musical sounds • Looks intently at stuffed toy in hand for sustained period of time • Uses senses together to explore keys on a ring; grasps them, looks at them, puts them in mouth, and shakes them to hear them jingle • Plays with cloth blocks in different ways; sometimes shakes them to hear the bells inside; sometimes throws them down, and sometimes hits two together 	Actively explores the environment C1S1 <ul style="list-style-type: none"> • Observes fish in aquarium to see how they swim around • Feels the texture flowers • Watches bubbles and tries to catch them • Searches for ball that has rolled behind furniture • Explores the leaves that have fallen and crumbles them • Investigates cause/effect (puts ball on incline and watches it roll down) • Investigates cause/effect (pushes button on toy telephone to make it ring) 	Actively explores the environment C2S1 <ul style="list-style-type: none"> • Collects leaves on playground • Pours water onto sand in sandbox; squishes her fingers in it to explore how it feels • Observes what her hand looks like under magnifying glass • Examines an empty bird's nest • Puts a little bit of food in fish tank; watches goldfish eat most of it • Discovers magnet wand picks things up; experiments with different objects • Explores cause and effect 	Actively explores the environment C3S1 <ul style="list-style-type: none"> • Smells different containers to try and identify what is inside • Discovers that sponge stays on top of water, and soap goes to bottom • Puts cotton ball in water; observes change of color when food coloring is added • Observes cause and effect when a small plant starts to grow from seed • Observes snail crawling on sidewalk and notices the slimy trail it leaves behind • Takes care of the environment by bringing newspapers from home to recycle • Gets umbrella before going out for the day when sees that it's raining • Examines a rock, cotton ball, piece of flannel, button, and stick and gives cotton ball and flannel to teacher to glue on the "soft" collage 	Uses senses to observe, classify, and learn about objects SD 1 b <ul style="list-style-type: none"> • Identifies scent containers by sense of smell • Identifies objects in a "feely" bag by touch • Separates objects by texture 	<u>Inquiry:</u> Asks questions and uses senses to observe and explore materials and natural phenomena A 1	SKCS1a SKE2a SKE2b SKP1a

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
	Uses sounds and simple words to describe things in the environment C1S2 <ul style="list-style-type: none"> Identifies own nose, mouth, eyes by pointing to them and making sounds Points to cat and says "meow" Tastes spaghetti and says "hot" Sits on floor, points to toys and names them (e.g., ball, dog, airplane) Uses same word, "tuck," whenever sees a truck, car, or bus – any large vehicle with wheels Says "wet" when splashes self with water 	Uses language to describe things in the environment C2S2 <ul style="list-style-type: none"> Points to missing part of toy to show that it is broken Draws a picture and says it's the tree in front of his house Describes pet rabbit as "soft and furry" Reports to his father that they "can't go," because "mommy's car broke" Sings a song about different body parts and moves them while singing Closes bathroom door and says, "It's dark!" Uses signs to convey a message 	Uses language to describe things C3S2 <ul style="list-style-type: none"> Without looking inside, reaches into a paper bag with a fuzzy ball, a block, and an animal figure; grabs the block and identifies it before taking it out of the bag Watches a caterpillar crawling on window sill and describes that it "has stripes on it" Compares two plants side by side; describes that one is growing taller than the other Describes cause-effect; splashes hands in water, says, "Look at the bubbles I made" Smells the flowers on the kitchen table and says, "This one smells good." Uses sign language to describe that the magnet picks up the key but not paper Tells friend to put trash in trash can "to keep the earth clean" 	Uses language to describe observation SD 1 c <ul style="list-style-type: none"> Notes that the hamster is small, furry, and soft Notes that the turtle moves slowly, and the hamster moves quickly 	Inquiry: Asks questions and uses senses to observe and explore materials and natural phenomena A 1	SKCS5a SKL2a SKL2b
	Uses simple tools C1S4 <ul style="list-style-type: none"> Asks adult to pick him up to reach a toy on shelf Uses a broom to help sweep Turns handle on music box to make the music play and the clown pop up Pulls the string to bring the toy duck closer Pushes a toy cart, seeing how it works 	Uses tools to experiment C2S4 <ul style="list-style-type: none"> Uses toy hammer to flatten play dough Uses mop to help clean kitchen floor Dips paintbrush into water to clean it Shakes sifter in the sandbox and sees the pebbles left behind 	Uses tools to experiment C3S4 <ul style="list-style-type: none"> Gets a toy screw driver to try to fix the wheel on the dump truck Makes a ramp with blocks and watches a small car roll down Uses a manual egg beater at the water table and watches the water churn Experiment picking up different objects like cotton balls and sponges using tongs Uses a cloth tape measure and pretends to measure the table 	Uses simple equipment to experiment, observe, and increase understanding SD 1 d <ul style="list-style-type: none"> Uses magnet wands to identify magnetic items in science center Looks through prism and says, "I can see a rainbow." 	Inquiry: Uses simple tools and equipment for investigation A 2	SKCS3a SKCS6b
		Dictates messages L2FW3 <ul style="list-style-type: none"> Asks adult to write his name at the top of his painting Asks big sister to write "Happy Birthday" on picture she drew for their grandfather Asks adult to write "for mommy" on her artwork 	Dictates messages L3FW3 <ul style="list-style-type: none"> Tells her mother what words to write in a letter Asks teacher to write "I love you," under his scribbles so father will know what it says Asks teacher to write the label for the picture she has drawn 	Records observations through dictating to an adult, drawing pictures, or using other forms of writing SD 1 e <ul style="list-style-type: none"> Draws pictures documenting result of an experiment using magnets Keeps a pictorial log of plant growth 	Inquiry: Uses simple tools and equipment for investigation A 2	SKCS5b

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
				Predicts what will happen next based on previous experience SD 1 f • After planting a seed, says "We planted seeds at our house and grew flowers."	N/A	SKCS1

Pre-K SD 2 Children will acquire scientific knowledge related to life science

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
Actively explores the environment C0S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C1S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C2S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C3S1 <i>Refer to Sample Behaviors above</i>	Observes, explores, and describes a wide variety of animals and plants SD 2 a <ul style="list-style-type: none"> • Uses picture cards & matches animals and their offspring • Describes the different types of leaves on the trees on the playground • Sorts animals according to skin coverings (feathers, fur, and scales) 	<u>Inquiry:</u> Asks questions and uses senses to observe and explore materials and natural phenomena A 1 Makes comparisons among objects A 3	SKL1b SKL1c SKL2d
Actively explores the environment C0S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C1S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C2S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C3S1 <i>Refer to Sample Behaviors above</i>	Recognizes there are basic requirements for all common life forms SD 2 b <ul style="list-style-type: none"> • Takes care of familiar plants and animals in the classroom 	<u>Inquiry:</u> Asks questions and uses senses to observe and explore materials and natural phenomena A 1 Makes comparisons among objects A 3	SD 2b SKL1a SKCS6c
	Uses sounds and simple words to describe things in the environment C1S2 <i>Refer to Sample Behaviors above</i>	Uses language to describe things in the environment C2S2 <i>Refer to Sample Behaviors above</i>	Uses language to describe things C3S2 <i>Refer to Sample Behaviors above</i>	Observes, explores, and describes a variety of non-living objects SD 2 c <ul style="list-style-type: none"> • Makes collections of non-living objects such as rocks, sea shells, buttons 	<u>Inquiry:</u> Asks questions and uses senses to observe and explore materials and natural phenomena A 1	SKE2c SKL1a
Actively explores the environment C0S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C1S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C2S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C3S1 <i>Refer to Sample Behaviors above</i>	Understands that plants and animals have varying life cycles SD 2 d <ul style="list-style-type: none"> • Observes life cycle of insects or amphibians • Reads books about life cycles such as <i>The Very Hungry Caterpillar</i> 	<u>Inquiry:</u> Asks questions and uses senses to observe and explore materials and natural phenomena A 1 Makes comparisons among objects A 3	
Actively explores the environment C0S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C1S1 Uses sounds and simple words to describe things in the environment C1S2 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C2S1 Uses language to describe things in the environment C2S2 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C3S1 Uses language to describe things C3S2 <i>Refer to Sample Behaviors above</i>	Participates in activities related to preserving the environment SD 2 e <ul style="list-style-type: none"> • Places scrap paper in the classroom recycling bin • Assists in planting a tree 	<u>Inquiry:</u> Uses simple tools and equipment for investigation A 2	

Pre-K SD 3 Children will acquire scientific knowledge related to physical science

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
Actively explores the environment C0S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C1S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C2S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C3S1 <i>Refer to Sample Behaviors above</i>	Investigates and describes the states of matter SD 3 a • Observes ice melting • Describes the difference between liquid and solid objects	<u>Inquiry:</u> Asks questions and uses senses to observe and explore materials and natural phenomena A 1 Makes comparisons among objects A 3	SKCS4b
	Uses sounds and simple words to describe things in the environment C1S2 <i>Refer to Sample Behaviors above</i>	Uses language to describe things in the environment C2S2 <i>Refer to Sample Behaviors above</i>	Uses language to describe things C3S2 <i>Refer to Sample Behaviors above</i>	Describes objects by their physical properties SD 3 b • Describes the difference between the wet sand and the dry sand • Describes how water flows through a tube in the sensory table	<u>Inquiry:</u> Uses simple tools and equipment for investigation A 2	SKE2a SKE 2b SKP1a SKCS4b
	Uses simple tools C1S4 <i>Refer to Sample Behaviors above</i>	Uses tools to experiment C2S4 <i>Refer to Sample Behaviors above</i>	Uses tools to experiment C3S4 <i>Refer to Sample Behaviors above</i>	Explores simple machines SD 3 c • Creates a ramp for cars in the block center	<u>Inquiry:</u> Uses simple tools and equipment for investigation A 2	SKP2b
				Investigates different types/speeds of motion SD 3 d • Plays follow the leader with different types of motion • Rolls objects on various ramps in the block center • Comments, "My car goes faster than Johnny's truck."	<u>Inquiry:</u> Asks questions and uses senses to observe and explore materials and natural phenomena A 1 Makes comparisons among objects A 3	SKCS4b

Pre-K SD 4 Children will acquire scientific knowledge related to earth science

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
	Uses sounds and simple words to describe things in the environment C1S2 <i>Refer to Sample Behaviors above</i>	Uses language to describe things in the environment C2S2 <i>Refer to Sample Behaviors above</i>	Uses language to describe things C3S2 <i>Refer to Sample Behaviors above</i>	Investigates, compares, and contrasts seasonal changes in the immediate environment SD 4 a <ul style="list-style-type: none"> • Notes that it is necessary to wear jackets in the winter, because it is cold outside. • Draws a picture of the weather outside 	<u>Inquiry:</u> Asks questions and uses senses to observe and explore materials and natural phenomena A 1	
Actively explores the environment C0S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C1S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C2S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C3S1 <i>Refer to Sample Behaviors above</i>	Discovers through observations that weather can change from day to day SD 4 b <ul style="list-style-type: none"> • Graphs daily weather • Reads outside thermometer and records observations in a weather journal 	<u>Inquiry:</u> Uses simple tools and equipment for investigation A 2	
Actively explores the environment C0S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C1S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C2S1 <i>Refer to Sample Behaviors above</i>	Actively explores the environment C3S1 <i>Refer to Sample Behaviors above</i>	Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars) SD 4 c <ul style="list-style-type: none"> • Listens to stories about the earth and sky such as <i>Good Night Moon, In the Tall Tall Grass, It Looked Like Spilt Milk</i> • Observes and draws pictures of clouds • Observes and draws pictures of shadows at varying times of the day • Collects rocks and classifies by size, color, shape, texture • Classify objects according to those seen in the day sky and those seen in the night sky. 	Makes comparisons among objects A 3	SKE1b SKE1c SKE2a SKE2b SKE2c SKP3 b