

Aligning with the ECIPs

By implementing the ChildcareAlive! curriculum, Minnesota providers will be promoting several areas of early learning, as indicated by the **Early Indicators of Progress (ECIPs): Minnesota’s Early Learning Standards**.

The following chart is intended to be read alongside a copy of the **Early Indicators of Progress (ECIPs): Minnesota’s Early Learning Standards**.

Learning Domains & Subcomponents	ChildcareAlive! Activities that meets subcomponents
Approaches to Learning	
AL3: Attending	Planned group nutrition education and adult-led active play provides an opportunity for children to participate in large group activities for short or sustained periods of time.
AL12: Cognitive Flexibility/ Reasoning	Questions asked during sensory exploration and cooking activities allows children to make inferences about foods that are explored and predications about what will happen next during cooking.
Language, Literacy, and Communications	
L1: Language Comprehension	Participating in cooking activities and adult-led active play provides opportunities for children to follow directions and respond to a variety of direct questions.
L6: Letter recognition	Consistently teaching MyPlate and nutrition education allows children to demonstrate recognition of symbols, colors, and shapes, and the names of food groups.
Physical and Movement Development	
P3: Locomotion	Leading active play that intentionally includes fundamental movement skills promotes the development of several locomotor skills, such as walking, marching, hopping, jumping, etc. (Example ChildcareAlive! Activities: Join the Parade, Jump the River, Musical Hoops).
P4: Object Control	Leading active play that intentionally includes fundamental movement skills promotes the development of several object control skills, such as throwing, kicking, striking, etc. (Example ChildcareAlive! Activities: Paint Your Bubble, Toss and Catch, Target Practice, Throwing and Kicking, Ball Rolling).
Scientific Thinking	
ST1-2: Discover	Participating in cooking and sensory exploration gives children experiences to gain understanding, to form questions, and to verbalize similarities and differences.
ST5-6: Integrate	Participating in cooking and sensory exploration gives children opportunities to verbally express their thoughts and ideas about a food or cooking experiment, as well as use information from a prior cooking or sensory exploration experience.