



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

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State Text	Investigation Day	Time of Day
Cognitive Skills		
Memory		
Communicate about past events and anticipate what comes next during familiar routines and experiences.		
	Balls / What are balls made of? / Day 2	Read Aloud
	Balls / What are balls made of? / Day 3	Read Aloud
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
	Balls / What are balls made of? / Day 4	Large Group
	Balls / Exploring the Topic / Day 3	Large Group
	Balls / Celebrating Learning / Day 1	Large Group Roundup
	Balls / Celebrating Learning / Day 2	Large Group Roundup
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / When do things happen at school? / Day 1	Large Group
	Beginning the Year / When do things happen at school? / Day 2	Large Group
	Beginning the Year / When do things happen at school? / Day 3	Large Group
	Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group
	Buildings / What happens inside buildings? / Day 1	Read Aloud
	Buildings / What happens inside buildings? / Day 3	Large Group
	Buildings / Celebrating Learning / Day 2	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 4	Large Group Roundup
	Trees / Who lives in trees? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 1	Large Group
	Trees / Celebrating Learning / Day 1	Large Group Roundup

State Text	Investigation Day	Time of Day
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 2	Large Group
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / Where do we get our clothes? / Day 3	Large Group
	Clothes / What other special clothes do people wear? / Day 1	Choice Time
	Clothes / What other special clothes do people wear? / Day 2	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
With modeling and support remember and use information for a variety of purposes.		
	Balls / Exploring the Topic / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group Roundup
	Balls / What are balls made of? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
	Balls / Exploring the Topic / Day 2	Large Group Roundup
	Balls / Celebrating Learning / Day 1	Large Group
	Balls / Celebrating Learning / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 3	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 4	Mighty Minutes

State Text	Investigation Day	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 5	Large Group
	Beginning the Year / What names do we need to know at school? / Day 5	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 1	Large Group Roundup
	Beginning the Year / What are our rules? / Day 2	Large Group Roundup
	Beginning the Year / What are our rules? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 4	Large Group Roundup
	Beginning the Year / What are our rules? / Day 5	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group Roundup

State Text	Investigation Day	Time of Day
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group Roundup
	Buildings / Exploring the Topic / Day 2	Large Group Roundup
	Buildings / Exploring the Topic / Day 3	Large Group Roundup
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 5	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup
	Buildings / What is special about our building? / Day 1	Large Group
	Buildings / What is special about our building? / Day 1	Large Group Roundup
	Buildings / What is special about our building? / Day 2	Large Group
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 3	Large Group
	Buildings / What happens inside buildings? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 5	Large Group Roundup
	Buildings / Celebrating Learning / Day 1	Choice Time
	Clothes / Celebrating Learning / Day 1	Large Group
	Balls / Do all balls roll? / Day 2	Large Group Roundup

State Text	Investigation Day	Time of Day
	Buildings / Celebrating Learning / Day 2	Choice Time
	Trees / Exploring the Topic / Day 1	Large Group
	Trees / Exploring the Topic / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 3	Large Group Roundup
	Trees / Exploring the Topic / Day 4	Small Group
	Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 2	Large Group Roundup
	Balls / Do all balls roll? / Day 3	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 4	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group Roundup
	Trees / Who lives in trees? / Day 1	Large Group Roundup
	Trees / Who lives in trees? / Day 2	Large Group Roundup
	Trees / Who lives in trees? / Day 4	Large Group Roundup
	Trees / Who lives in trees? / Day 5	Large Group Roundup
	Trees / What food comes from trees? / Day 1	Large Group Roundup
	Trees / What food comes from trees? / Day 2	Large Group Roundup
	Balls / What makes balls move? / Day 1	Large Group Roundup
	Trees / What food comes from trees? / Day 3	Large Group Roundup
	Trees / What food comes from trees? / Day 4	Large Group Roundup
	Trees / What food comes from trees? / Day 5	Large Group Roundup
	Trees / Who takes care of trees? / Day 1	Large Group Roundup
	Trees / Who takes care of trees? / Day 2	Large Group Roundup
	Trees / Who takes care of trees? / Day 3	Large Group
	Trees / Who takes care of trees? / Day 3	Large Group Roundup
	Trees / Who takes care of trees? / Day 4	Large Group Roundup
	Trees / How do trees change? / Day 1	Large Group Roundup
	Balls / What makes balls move? / Day 2	Large Group Roundup
	Trees / How do trees change? / Day 2	Large Group Roundup
	Trees / How do trees change? / Day 3	Large Group Roundup
	Trees / How do trees change? / Day 4	Large Group Roundup
	Trees / How do trees change? / Day 5	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 2	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
	Trees / Celebrating Learning / Day 1	Large Group
	Trees / Celebrating Learning / Day 2	Large Group Roundup

State Text	Investigation Day	Time of Day
	Clothes / Exploring the Topic / Day 1	Large Group
	Clothes / Exploring the Topic / Day 2	Large Group Roundup
	Clothes / Exploring the Topic / Day 4	Large Group
	Clothes / Exploring the Topic / Day 5	Large Group Roundup
	Clothes / What are the features of clothes? / Day 2	Large Group Roundup
	Clothes / What are the features of clothes? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 2	Large Group Roundup
	Clothes / What are the features of clothes? / Day 4	Large Group Roundup
	Clothes / What are the features of clothes? / Day 5	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 2	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 4	Large Group Roundup
	Clothes / How do people make clothes? / Day 1	Large Group Roundup
	Clothes / How do people make clothes? / Day 2	Large Group Roundup
	Balls / Who uses balls? / Day 3	Large Group Roundup
	Clothes / How do people make clothes? / Day 3	Large Group Roundup
	Clothes / How do people make clothes? / Day 4	Large Group Roundup
	Clothes / How do people make clothes? / Day 5	Large Group Roundup
	Clothes / How is cloth made? / Day 1	Large Group Roundup
	Clothes / How is cloth made? / Day 2	Large Group Roundup
	Clothes / How is cloth made? / Day 3	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 4	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 3	Large Group
	Clothes / Where do we get our clothes? / Day 3	Mighty Minutes
	Clothes / Where do we get our clothes? / Day 3	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 2	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 3	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
	Clothes / What other special clothes do people wear? / Day 1	Choice Time
	Clothes / What other special clothes do people wear? / Day 1	Large Group Roundup
	Clothes / What other special clothes do people wear? / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Clothes / Celebrating Learning / Day 1	Large Group Roundup
	Clothes / Celebrating Learning / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
	Balls / What are balls made of? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup
Recreate complex ideas, events/situations with personal adaptations.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
	Balls / What makes balls move? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
	Balls / What makes balls move? / Day 2	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Small Group

State Text	Investigation Day	Time of Day
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Small Group
Symbolic Thought		
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).		
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Choice Time
	Buildings / Exploring the Topic / Day 2	Large Group
	Buildings / Exploring the Topic / Day 2	Choice Time
	Buildings / Exploring the Topic / Day 3	Large Group
	Buildings / Exploring the Topic / Day 3	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 3	Choice Time
	Buildings / What is special about our building? / Day 1	Choice Time
	Buildings / What is special about our building? / Day 2	Choice Time
	Trees / Exploring the Topic / Day 5	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 5	Choice Time
	Trees / What food comes from trees? / Day 4	Large Group
	Trees / Who takes care of trees? / Day 3	Choice Time
	Trees / Who takes care of trees? / Day 4	Choice Time
	Trees / How do trees change? / Day 1	Choice Time
	Trees / How do trees change? / Day 2	Choice Time
	Trees / How do trees change? / Day 4	Large Group
	Clothes / How do people make clothes? / Day 1	Choice Time
	Clothes / What special clothes do people wear for work? / Day 1	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time

State Text	Investigation Day	Time of Day
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
	Trees / How do trees change? / Day 0	Outdoor Experiences
	Beginning the Year / What are our rules? / Day 2	Choice Time
	Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 4	Large Group
	Buildings / Exploring the Topic / Day 4	Mighty Minutes
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 4	Choice Time
	Buildings / What happens inside buildings? / Day 5	Choice Time
	Trees / Who lives in trees? / Day 4	Choice Time
	Balls / What makes balls move? / Day 1	Read Aloud
	Trees / Who lives in trees? / Day 5	Choice Time
	Trees / What food comes from trees? / Day 5	Choice Time
	Clothes / Exploring the Topic / Day 1	Choice Time
	Balls / Who uses balls? / Day 2	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 2	Large Group
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Clothes / What other special clothes do people wear? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Choice Time
Reasoning and Problem-Solving		

State Text	Investigation Day	Time of Day
Demonstrate ability to solve everyday problems based upon past experience.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time
	Beginning the Year / What are our rules? / Day 1	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What happens inside buildings? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
Solve problems by planning and carrying out a sequence of actions.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group
	Balls / What are balls made of? / Day 5	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Buildings / What happens inside buildings? / Day 2	Choice Time
	Clothes / Celebrating Learning / Day 1	Large Group
	Balls / Do all balls roll? / Day 3	Choice Time
Seek more than one solution to a question, problem or task.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
	Balls / What are balls made of? / Day 5	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Buildings / What happens inside buildings? / Day 2	Choice Time
	Clothes / Celebrating Learning / Day 1	Large Group
	Balls / Do all balls roll? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 2	Large Group
Explain reasoning for the solution selected.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
	Balls / What are balls made of? / Day 5	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time

State Text	Investigation Day	Time of Day
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Buildings / What happens inside buildings? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
Mathematics		
Number Sense		
Number Sense and Counting		
Count to 20 by ones with increasing accuracy.	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Buildings / Exploring the Topic / Day 5	Read Aloud
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group
	Buildings / What is special about our building? / Day 1	Large Group
	Clothes / What are the features of clothes? / Day 4	Read Aloud
	Clothes / How is cloth made? / Day 2	Read Aloud
	Clothes / Where do we get our clothes? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time
Identify and name numerals 1-9.	Buildings / Exploring the Topic / Day 5	Read Aloud
	Buildings / Celebrating Learning / Day 1	Read Aloud
	Trees / What are the characteristics of the trees in our community? / Day 1	Read Aloud
	Trees / What food comes from trees? / Day 4	Read Aloud
	Clothes / What are the features of clothes? / Day 1	Large Group
	Clothes / What are the features of clothes? / Day 2	Choice Time
Identify without counting small quantities of up to 3 items. (Subitize)	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
Demonstrate one-to-one correspondence when counting objects up to 10.		

State Text	Investigation Day	Time of Day
Understand that the last number spoken tells the number of objects counted.	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Buildings / Exploring the Topic / Day 5	Read Aloud
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group
	Buildings / What is special about our building? / Day 1	Large Group
	Clothes / What are the features of clothes? / Day 4	Read Aloud
	Clothes / How is cloth made? / Day 2	Read Aloud
	Clothes / Where do we get our clothes? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
Number Relationships and Operations		
Number Relationships		
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
Algebra		
Group and Categorize		
Sort and classify objects by one or more attributes (e.g., size, shape).	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Choice Time
	Balls / What are balls made of? / Day 3	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group
	Balls / What are balls made of? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	Balls / Exploring the Topic / Day 3	Choice Time

State Text	Investigation Day	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
	Balls / Exploring the Topic / Day 3	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 2	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Mighty Minutes
	Balls / Exploring the Topic / Day 4	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Small Group
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Do all balls bounce? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 1	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
	Balls / Do all balls bounce? / Day 2	Choice Time
	Buildings / Exploring the Topic / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	Choice Time
	Balls / Do all balls roll? / Day 1	Small Group
	Buildings / What is special about our building? / Day 1	Large Group Roundup
	Trees / Exploring the Topic / Day 3	Choice Time
	Trees / Exploring the Topic / Day 3	Large Group Roundup
	Trees / Exploring the Topic / Day 4	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 4	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 5	Choice Time
	Trees / What food comes from trees? / Day 2	Large Group
	Trees / How do trees change? / Day 5	Choice Time
	Clothes / How do we take care of our clothes? / Day 1	Choice Time
	Clothes / How do people make clothes? / Day 1	Large Group
	Clothes / How do people make clothes? / Day 2	Choice Time
	Clothes / How is cloth made? / Day 1	Large Group

State Text	Investigation Day	Time of Day
	Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
	Balls / What are balls made of? / Day 2	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
Patterning		
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.		
	Clothes / How is cloth made? / Day 0	Outdoor Experiences
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Clothes / How do people make clothes? / Day 2	Choice Time
	Clothes / How do people make clothes? / Day 2	Mighty Minutes
	Balls / Who uses balls? / Day 4	Choice Time
	Clothes / How is cloth made? / Day 2	Large Group
	Clothes / How is cloth made? / Day 3	Small Group
	Clothes / What special clothes do people wear for work? / Day 3	Choice Time
Create patterns.		
	Clothes / How is cloth made? / Day 0	Outdoor Experiences
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Clothes / How do people make clothes? / Day 2	Choice Time
	Clothes / How do people make clothes? / Day 2	Mighty Minutes
	Balls / Who uses balls? / Day 4	Choice Time
	Clothes / How is cloth made? / Day 2	Large Group
	Clothes / How is cloth made? / Day 3	Small Group
	Clothes / What special clothes do people wear for work? / Day 3	Choice Time
Measurement and Data		
Describe and Compare Measureable Attributes		
Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).	Balls / Exploring the Topic / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Balls / What are balls made of? / Day 3	Large Group Roundup
	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences
	Balls / Exploring the Topic / Day 3	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 2	Large Group
	Buildings / Exploring the Topic / Day 4	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 1	Choice Time
	Balls / Do all balls roll? / Day 1	Choice Time
	Buildings / What is special about our building? / Day 2	Large Group
	Trees / Exploring the Topic / Day 1	Large Group
	Trees / Exploring the Topic / Day 2	Large Group
	Trees / Exploring the Topic / Day 5	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 1	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 4	Choice Time
	Balls / What makes balls move? / Day 1	Large Group
	Balls / What makes balls move? / Day 1	Choice Time
	Trees / Who lives in trees? / Day 3	Large Group Roundup
	Trees / What food comes from trees? / Day 2	Choice Time
	Trees / How do trees change? / Day 1	Large Group
	Balls / Who uses balls? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 1	Large Group
	Clothes / What are the features of clothes? / Day 1	Small Group
	Clothes / What are the features of clothes? / Day 2	Large Group
	Clothes / What are the features of clothes? / Day 2	Choice Time
	Clothes / What are the features of clothes? / Day 3	Large Group
	Clothes / What are the features of clothes? / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 4	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time

State Text	Investigation Day	Time of Day
Order objects by measureable attribute (e.g., biggest to smallest, etc.).	Balls / Do all balls roll? / Day 1	Choice Time
	Balls / What makes balls move? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 2	Choice Time
	Clothes / What are the features of clothes? / Day 4	Small Group
Measure length and volume (capacity) using non-standard or standard measurement tools.	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences
	Buildings / Who builds buildings? What tools do they use? / Day 1	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 1	Large Group
	Balls / What makes balls move? / Day 1	Large Group
	Balls / What makes balls move? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 2	Large Group
	Clothes / What are the features of clothes? / Day 2	Choice Time
	Clothes / What are the features of clothes? / Day 3	Large Group
	Clothes / What are the features of clothes? / Day 4	Choice Time
Data Analysis		
Collect data by categories to answer simple questions.	Balls / What are balls made of? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 3	Large Group
	Clothes / How do we take care of our clothes? / Day 2	Choice Time
Geometry		
Spatial Relationships		

State Text	Investigation Day	Time of Day
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Trees / How do trees change? / Day 0	Outdoor Experiences
	Clothes / How is cloth made? / Day 2	Large Group
Identify and Describe Shapes		
Understand and use names of shapes when identifying objects.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Choice Time
	Balls / Who uses balls? / Day 0	Outdoor Experiences
	Clothes / What other special clothes do people wear? / Day 0	Outdoor Experiences
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Read Aloud
	Balls / Do all balls bounce? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 3	Large Group Roundup
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Choice Time
	Clothes / How do people make clothes? / Day 3	Large Group
	Clothes / Where do we get our clothes? / Day 1	Choice Time
	Clothes / What other special clothes do people wear? / Day 1	Large Group
	Clothes / What other special clothes do people wear? / Day 2	Mighty Minutes
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time

State Text	Investigation Day	Time of Day
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Choice Time
	Balls / Who uses balls? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 4	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Read Aloud
	Balls / Do all balls bounce? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 3	Large Group Roundup
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Choice Time
Analyze, Compare and Create Shapes		
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Choice Time
	Balls / Who uses balls? / Day 0	Outdoor Experiences
	Clothes / What other special clothes do people wear? / Day 0	Outdoor Experiences
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Read Aloud
	Balls / Do all balls bounce? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 3	Large Group Roundup
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Choice Time
	Clothes / How do people make clothes? / Day 3	Choice Time

State Text	Investigation Day	Time of Day
	Clothes / Where do we get our clothes? / Day 1	Choice Time
	Clothes / What other special clothes do people wear? / Day 1	Large Group
	Clothes / What other special clothes do people wear? / Day 2	Mighty Minutes
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
Create shapes during play by building, drawing, etc.	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Read Aloud
	Buildings / What is special about our building? / Day 2	Read Aloud
	Balls / Do all balls roll? / Day 2	Large Group
	Clothes / How do people make clothes? / Day 3	Large Group
	Clothes / How do people make clothes? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 1	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
Combine simple shapes to form larger shapes.	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Choice Time
	Buildings / What is special about our building? / Day 2	Read Aloud
	Balls / Do all balls roll? / Day 2	Large Group
	Clothes / How do people make clothes? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 1	Choice Time
	Clothes / What other special clothes do people wear? / Day 1	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
Social Studies		
History		
Historical Thinking and Skills		
Demonstrate an understanding of time in the context of daily experiences.	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Beginning the Year / When do things happen at school? / Day 3	Large Group
	Clothes / How do we take care of our clothes? / Day 2	Read Aloud
Develop an awareness of his/her personal history.	Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time

State Text	Investigation Day	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Beginning the Year / What are our rules? / Day 2	Read Aloud
	Beginning the Year / What are our rules? / Day 4	Choice Time
Heritage		
Develop an awareness and appreciation of family cultural stories and traditions.		
	Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Beginning the Year / What are our rules? / Day 2	Read Aloud
	Beginning the Year / What are our rules? / Day 4	Choice Time
Geography		
Spatial Thinking and Skills		
Demonstrate a beginning understanding of maps as actual representations of places.		
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group
	Buildings / What is special about our building? / Day 1	Choice Time
	Buildings / What is special about our building? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
Human Systems		
Identify similarities and differences of personal, family and cultural characteristics, and those of others.		
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Beginning the Year / What are our rules? / Day 2	Read Aloud

State Text	Investigation Day	Time of Day
	Beginning the Year / What are our rules? / Day 4	Choice Time
	Beginning the Year / When do things happen at school? / Day 1	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Clothes / Celebrating Learning / Day 1	Read Aloud
Government		
Civic Participation and Skills		
Understand that everyone has rights and responsibilities within a group.		
	Balls / Exploring the Topic / Day 1	Large Group Roundup
	Balls / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 5	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group Roundup

State Text	Investigation Day	Time of Day
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / What are our rules? / Day 1	Large Group Roundup
	Beginning the Year / What are our rules? / Day 2	Large Group Roundup
	Beginning the Year / What are our rules? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 4	Large Group Roundup
	Beginning the Year / What are our rules? / Day 5	Large Group
	Beginning the Year / What are our rules? / Day 5	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 1	Large Group
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 2	Large Group
	Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 2	Large Group
	Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 3	Large Group
	Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group Roundup

State Text	Investigation Day	Time of Day
	Balls / Do all balls bounce? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group Roundup
	Buildings / Exploring the Topic / Day 1	Large Group Roundup
	Buildings / Exploring the Topic / Day 2	Large Group Roundup
	Buildings / Exploring the Topic / Day 3	Large Group
	Buildings / Exploring the Topic / Day 3	Large Group Roundup
	Buildings / Exploring the Topic / Day 4	Large Group Roundup
	Buildings / Exploring the Topic / Day 5	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 5	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup

State Text	Investigation Day	Time of Day
	Buildings / What is special about our building? / Day 1	Large Group Roundup
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What is special about our building? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 4	Large Group Roundup
	Buildings / What happens inside buildings? / Day 5	Large Group Roundup
	Buildings / Celebrating Learning / Day 1	Large Group Roundup
	Buildings / Celebrating Learning / Day 2	Large Group
	Buildings / Celebrating Learning / Day 2	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 3	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group Roundup
	Balls / What makes balls move? / Day 1	Large Group
	Trees / Who lives in trees? / Day 1	Large Group Roundup
	Trees / Who lives in trees? / Day 2	Large Group Roundup
	Trees / Who lives in trees? / Day 5	Large Group Roundup
	Trees / What food comes from trees? / Day 5	Large Group
	Balls / What makes balls move? / Day 2	Large Group Roundup
	Balls / Who uses balls? / Day 4	Large Group
	Clothes / What other special clothes do people wear? / Day 1	Large Group
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup

State Text	Investigation Day	Time of Day
Demonstrate cooperative behaviors and fairness in social interactions.	Balls / Exploring the Topic / Day 1	Large Group Roundup
	Balls / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
	Clothes / How is cloth made? / Day 0	Outdoor Experiences
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 5	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / What are our rules? / Day 1	Large Group Roundup
	Beginning the Year / What are our rules? / Day 2	Large Group Roundup

State Text	Investigation Day	Time of Day
	Beginning the Year / What are our rules? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 4	Large Group Roundup
	Beginning the Year / What are our rules? / Day 5	Large Group
	Beginning the Year / What are our rules? / Day 5	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 1	Large Group
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 2	Large Group
	Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 2	Large Group
	Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 3	Large Group
	Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group Roundup

State Text	Investigation Day	Time of Day
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group Roundup
	Buildings / Exploring the Topic / Day 1	Large Group Roundup
	Buildings / Exploring the Topic / Day 2	Large Group
	Buildings / Exploring the Topic / Day 2	Large Group Roundup
	Buildings / Exploring the Topic / Day 3	Large Group
	Buildings / Exploring the Topic / Day 3	Large Group Roundup
	Buildings / Exploring the Topic / Day 4	Large Group Roundup
	Buildings / Exploring the Topic / Day 5	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 5	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup

State Text	Investigation Day	Time of Day
	Buildings / What is special about our building? / Day 1	Large Group Roundup
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What is special about our building? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 4	Large Group Roundup
	Buildings / What happens inside buildings? / Day 5	Large Group Roundup
	Clothes / Celebrating Learning / Day 1	Large Group
	Buildings / Celebrating Learning / Day 1	Large Group Roundup
	Buildings / Celebrating Learning / Day 2	Large Group
	Buildings / Celebrating Learning / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 1	Read Aloud
	Trees / What are the characteristics of the trees in our community? / Day 3	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group Roundup
	Balls / What makes balls move? / Day 1	Large Group
	Trees / Who lives in trees? / Day 1	Large Group Roundup
	Trees / Who lives in trees? / Day 2	Large Group Roundup
	Trees / Who lives in trees? / Day 4	Large Group
	Trees / Who lives in trees? / Day 5	Large Group Roundup
	Trees / What food comes from trees? / Day 1	Large Group Roundup
	Trees / What food comes from trees? / Day 3	Large Group
	Trees / What food comes from trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 5	Large Group Roundup
	Trees / Who takes care of trees? / Day 3	Large Group Roundup
	Trees / Who takes care of trees? / Day 4	Large Group Roundup
	Trees / How do trees change? / Day 1	Large Group Roundup
	Balls / What makes balls move? / Day 2	Large Group Roundup
	Trees / How do trees change? / Day 3	Large Group Roundup
	Trees / How do trees change? / Day 4	Large Group Roundup
	Trees / Celebrating Learning / Day 1	Large Group
	Trees / Celebrating Learning / Day 1	Large Group Roundup
	Trees / Celebrating Learning / Day 2	Large Group Roundup
	Clothes / Exploring the Topic / Day 3	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
	Clothes / How do people make clothes? / Day 3	Large Group Roundup

State Text	Investigation Day	Time of Day
	Balls / Who uses balls? / Day 4	Large Group
	Clothes / How is cloth made? / Day 2	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 3	Large Group Roundup
	Clothes / What other special clothes do people wear? / Day 1	Large Group
	Clothes / What other special clothes do people wear? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Clothes / Celebrating Learning / Day 1	Large Group Roundup
	Clothes / Celebrating Learning / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup
With modeling and support, negotiate to solve social conflicts with peers.	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group
With modeling and support, demonstrate an awareness of the outcomes of choices.	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences
	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
	Beginning the Year / What names do we need to know at school? / Day 2	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group

State Text	Investigation Day	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Large Group
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / What are our rules? / Day 2	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Balls / Who uses balls? / Day 2	Large Group
	Balls / Who uses balls? / Day 4	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
Rules and Laws With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.		
	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences
	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
	Beginning the Year / What names do we need to know at school? / Day 2	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Large Group
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / What are our rules? / Day 2	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 5	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 2	Large Group

State Text	Investigation Day	Time of Day
	Trees / What can we do with parts of trees? / Day 3	Large Group
	Balls / Who uses balls? / Day 2	Large Group
	Balls / Who uses balls? / Day 4	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
Economics		
Scarcity		
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.		
	Balls / Exploring the Topic / Day 1	Large Group Roundup
	Balls / Exploring the Topic / Day 2	Large Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What are our rules? / Day 1	Small Group
	Balls / Do all balls bounce? / Day 1	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	Large Group Roundup
	Trees / Who takes care of trees? / Day 4	Large Group Roundup
Production and Consumption		
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.		
	Buildings / Who builds buildings? What tools do they use? / Day 2	Read Aloud
	Trees / What food comes from trees? / Day 3	Large Group
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 1	Large Group
	Clothes / Where do we get our clothes? / Day 1	Read Aloud
	Clothes / Where do we get our clothes? / Day 2	Large Group
	Clothes / Where do we get our clothes? / Day 2	Choice Time
	Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 3	Large Group

State Text	Investigation Day	Time of Day
With modeling and support, demonstrate responsible consumption and conservation of resources.	Clothes / Where do we get our clothes? / Day 2	Choice Time
Science		
Science Inquiry and Application		
Inquiry		
Explore objects, materials and events in the environment.	Balls / Exploring the Topic / Day 1	Large Group
	Balls / Exploring the Topic / Day 2	Choice Time
	Balls / What are balls made of? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Large Group
	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
	Beginning the Year / What are our rules? / Day 1	Choice Time
	Beginning the Year / When do things happen at school? / Day 2	Choice Time
	Beginning the Year / When do things happen at school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 1	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 5	Choice Time
	Balls / Do all balls roll? / Day 1	Large Group
	Trees / Exploring the Topic / Day 3	Large Group
	Trees / Who lives in trees? / Day 2	Choice Time
	Trees / Who takes care of trees? / Day 4	Large Group
	Trees / How do trees change? / Day 4	Choice Time
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 5	Large Group
	Balls / Who uses balls? / Day 3	Large Group
	Balls / What are balls made of? / Day 1	Large Group

State Text	Investigation Day	Time of Day
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
Make careful observations.	Balls / What are balls made of? / Day 3	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
	Trees / What food comes from trees? / Day 0	Outdoor Experiences
	Balls / Do all balls bounce? / Day 1	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Large Group
	Trees / Who lives in trees? / Day 2	Large Group
	Trees / Who lives in trees? / Day 3	Large Group
	Trees / What food comes from trees? / Day 2	Choice Time
	Trees / What can we do with parts of trees? / Day 1	Choice Time
	Trees / What can we do with parts of trees? / Day 2	Choice Time
	Clothes / How do we take care of our clothes? / Day 1	Choice Time
	Clothes / How do we take care of our clothes? / Day 2	Choice Time
	Clothes / How is cloth made? / Day 1	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
Pose questions about the physical and natural environment.	Balls / What are balls made of? / Day 3	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
	Trees / What food comes from trees? / Day 0	Outdoor Experiences
	Balls / Do all balls bounce? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group

State Text	Investigation Day	Time of Day
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Trees / Exploring the Topic / Day 2	Large Group
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Large Group
	Trees / Who lives in trees? / Day 2	Large Group
	Trees / Who lives in trees? / Day 3	Large Group
	Trees / What food comes from trees? / Day 2	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
Engage in simple investigations.	Balls / What are balls made of? / Day 3	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
	Trees / What food comes from trees? / Day 0	Outdoor Experiences
	Balls / Do all balls bounce? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Large Group
	Trees / Who lives in trees? / Day 2	Large Group
	Trees / Who lives in trees? / Day 3	Large Group
	Trees / What food comes from trees? / Day 2	Choice Time
	Trees / What can we do with parts of trees? / Day 1	Choice Time
	Trees / What can we do with parts of trees? / Day 2	Choice Time
	Clothes / How do we take care of our clothes? / Day 1	Choice Time
	Clothes / How do we take care of our clothes? / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
Describe, compare, sort, classify, and order.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Choice Time
	Balls / What are balls made of? / Day 3	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group
	Balls / Exploring the Topic / Day 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
	Balls / Exploring the Topic / Day 3	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 2	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Mighty Minutes
	Balls / Exploring the Topic / Day 4	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Small Group
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Do all balls bounce? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 1	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
	Balls / Do all balls bounce? / Day 2	Choice Time
	Buildings / Exploring the Topic / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	Choice Time
	Balls / Do all balls roll? / Day 1	Small Group
	Buildings / What is special about our building? / Day 1	Large Group Roundup
	Buildings / Celebrating Learning / Day 2	Read Aloud
	Trees / Exploring the Topic / Day 3	Choice Time
	Trees / Exploring the Topic / Day 3	Large Group Roundup
	Trees / Exploring the Topic / Day 4	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Trees / What are the characteristics of the trees in our community? / Day 4	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 4	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 5	Choice Time
	Trees / What food comes from trees? / Day 2	Large Group
	Trees / How do trees change? / Day 5	Choice Time
	Clothes / How do we take care of our clothes? / Day 1	Choice Time
	Clothes / How do people make clothes? / Day 1	Large Group
	Clothes / How do people make clothes? / Day 2	Choice Time
	Clothes / How is cloth made? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
	Balls / What are balls made of? / Day 2	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
Record observations using words, pictures, charts, graphs, etc.		
	Balls / What are balls made of? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 3	Large Group
	Trees / What can we do with parts of trees? / Day 1	Choice Time
	Clothes / How do we take care of our clothes? / Day 2	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
Use simple tools to extend investigation.		
	Balls / What are balls made of? / Day 4	Choice Time
	Beginning the Year / Who works at our school? / Day 3	Choice Time
	Buildings / What happens inside buildings? / Day 1	Choice Time

State Text	Investigation Day	Time of Day
	Trees / What can we do with parts of trees? / Day 1	Choice Time
	Trees / What can we do with parts of trees? / Day 3	Choice Time
	Balls / Who uses balls? / Day 2	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
Identify patterns and relationships.	Balls / What are balls made of? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
Make predictions.	Balls / What are balls made of? / Day 3	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
	Trees / What food comes from trees? / Day 0	Outdoor Experiences
	Balls / Do all balls bounce? / Day 1	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Trees / Exploring the Topic / Day 2	Large Group

State Text	Investigation Day	Time of Day
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 2	Large Group
	Trees / What food comes from trees? / Day 2	Choice Time
	Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 2	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
Make inferences, generalizations and explanations based on evidence.		
	Balls / What are balls made of? / Day 3	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
	Balls / Do all balls bounce? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 2	Large Group
	Trees / Who lives in trees? / Day 3	Large Group
	Trees / What food comes from trees? / Day 2	Choice Time
	Trees / What can we do with parts of trees? / Day 1	Choice Time
	Clothes / How do we take care of our clothes? / Day 1	Choice Time
	Clothes / How do we take care of our clothes? / Day 2	Choice Time
	Clothes / How do we take care of our clothes? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).		
	Balls / What are balls made of? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 1	Large Group

State Text	Investigation Day	Time of Day
	Balls / Do all balls bounce? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 3	Large Group
	Clothes / How do we take care of our clothes? / Day 1	Choice Time
	Clothes / How do we take care of our clothes? / Day 2	Choice Time
	Clothes / How do we take care of our clothes? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
Earth and Space Science Explorations of the Natural World		
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).		
	Buildings / Who builds buildings? What tools do they use? / Day 0	Outdoor Experiences
	Buildings / What are buildings made of? What makes them strong? / Day 0	Outdoor Experiences
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	Trees / Celebrating Learning / Day 0	Outdoor Experiences
	Trees / Who takes care of trees? / Day 1	Read Aloud
	Trees / Who takes care of trees? / Day 3	Large Group

State Text	Investigation Day	Time of Day
	Trees / Who takes care of trees? / Day 4	Large Group
Physical Science		
Explorations of Energy		
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).		
	Balls / Exploring the Topic / Day 2	Choice Time
	Balls / Exploring the Topic / Day 2	Small Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
	Balls / What are balls made of? / Day 3	Large Group
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group
	Trees / What can we do with parts of trees? / Day 4	Large Group
	Trees / What can we do with parts of trees? / Day 4	Small Group
	Balls / What are balls made of? / Day 0	Outdoor Experiences
	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 4	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
	Trees / What are the characteristics of the trees in our community? / Day 0	Outdoor Experiences
	Trees / What food comes from trees? / Day 0	Outdoor Experiences
	Balls / Exploring the Topic / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 1	Large Group
	Buildings / Exploring the Topic / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 3	Small Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 1	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 5	Mighty Minutes
	Balls / Do all balls roll? / Day 2	Large Group
	Buildings / What happens inside buildings? / Day 1	Choice Time
	Trees / Exploring the Topic / Day 2	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 3	Small Group

State Text	Investigation Day	Time of Day
	Trees / Who lives in trees? / Day 1	Choice Time
	Trees / How do trees change? / Day 4	Choice Time
	Trees / What can we do with parts of trees? / Day 1	Large Group
	Trees / What can we do with parts of trees? / Day 1	Read Aloud
	Trees / What can we do with parts of trees? / Day 1	Small Group
	Trees / What can we do with parts of trees? / Day 2	Choice Time
	Trees / What can we do with parts of trees? / Day 2	Small Group
	Clothes / Exploring the Topic / Day 3	Large Group
	Clothes / How do we take care of our clothes? / Day 2	Choice Time
	Clothes / How is cloth made? / Day 1	Large Group
	Clothes / How is cloth made? / Day 3	Large Group
	Balls / What are balls made of? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
	Balls / What are balls made of? / Day 2	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
	Balls / What makes balls move? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 0	Outdoor Experiences
	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
	Balls / Do all balls bounce? / Day 1	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Balls / Do all balls roll? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Do all balls roll? / Day 3	Large Group
	Trees / What can we do with parts of trees? / Day 1	Small Group
With modeling and support, explore the properties and characteristics of sound and light.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
	Trees / What can we do with parts of trees? / Day 4	Large Group

State Text	Investigation Day	Time of Day
	Trees / What food comes from trees? / Day 0	Outdoor Experiences
	Buildings / Exploring the Topic / Day 3	Small Group
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 1	Choice Time
	Balls / What are balls made of? / Day 2	Large Group
Life Science		
Explorations of Living Things		
With modeling and support, identify physical characteristics and simple behaviors of living things.		
	Trees / Who lives in trees? / Day 0	Outdoor Experiences
	Trees / Exploring the Topic / Day 3	Large Group
	Trees / Exploring the Topic / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 3	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 5	Read Aloud
	Trees / Who lives in trees? / Day 1	Choice Time
	Trees / Who lives in trees? / Day 2	Large Group
	Trees / Who lives in trees? / Day 2	Read Aloud
	Trees / Who lives in trees? / Day 3	Large Group
	Trees / Who lives in trees? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 2	Read Aloud
	Trees / Who takes care of trees? / Day 1	Large Group
	Trees / Who takes care of trees? / Day 1	Choice Time
	Trees / Who takes care of trees? / Day 3	Large Group
	Trees / Who takes care of trees? / Day 4	Large Group
	Trees / Who takes care of trees? / Day 4	Small Group
	Trees / How do trees change? / Day 2	Large Group
	Trees / How do trees change? / Day 3	Large Group
	Trees / How do trees change? / Day 5	Large Group
	Trees / How do trees change? / Day 5	Choice Time

State Text	Investigation Day	Time of Day
With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	Trees / Who lives in trees? / Day 0	Outdoor Experiences
	Trees / Exploring the Topic / Day 3	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 3	Large Group
	Trees / Who lives in trees? / Day 1	Large Group
	Trees / Who lives in trees? / Day 2	Large Group
	Trees / Who lives in trees? / Day 2	Read Aloud
	Trees / Who lives in trees? / Day 3	Large Group
	Trees / Who lives in trees? / Day 4	Read Aloud
	Trees / Who lives in trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 1	Large Group
	Trees / What food comes from trees? / Day 2	Read Aloud
	Trees / Who takes care of trees? / Day 1	Large Group
	Trees / Who takes care of trees? / Day 1	Choice Time
	Trees / Who takes care of trees? / Day 3	Large Group
	Trees / Who takes care of trees? / Day 3	Read Aloud
	Trees / Who takes care of trees? / Day 4	Large Group
	Trees / How do trees change? / Day 3	Large Group
	Trees / How do trees change? / Day 5	Large Group
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	Trees / How do trees change? / Day 2	Large Group
	Trees / How do trees change? / Day 3	Large Group
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	Trees / What are the characteristics of the trees in our community? / Day 3	Large Group
	Trees / Who lives in trees? / Day 3	Large Group

State Text	Investigation Day	Time of Day
	Trees / How do trees change? / Day 1	Large Group
	Trees / How do trees change? / Day 2	Large Group
	Trees / How do trees change? / Day 3	Large Group
	Trees / How do trees change? / Day 5	Large Group
With modeling and support, recognize similarities and differences between people and other living things.	Trees / What food comes from trees? / Day 2	Large Group
	Trees / Who takes care of trees? / Day 1	Large Group
	Trees / How do trees change? / Day 2	Large Group
	Trees / How do trees change? / Day 3	Large Group
	Trees / How do trees change? / Day 5	Large Group
	Trees / How do trees change? / Day 5	Choice Time
Listening and Speaking		
Receptive Language and Comprehension		
Demonstrate understanding of increasingly complex concepts and longer sentences.	Balls / What are balls made of? / Day 3	Large Group
	Beginning the Year / What are our rules? / Day 2	Choice Time
	Balls / Exploring the Topic / Day 5	Large Group
	Beginning the Year / What are our rules? / Day 5	Large Group
	Balls / Exploring the Topic / Day 5	Choice Time
	Beginning the Year / When do things happen at school? / Day 2	Read Aloud
	Beginning the Year / Who works at our school? / Day 2	Large Group
	Beginning the Year / Who works at our school? / Day 3	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 1	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 1	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 4	Large Group
	Trees / Who lives in trees? / Day 4	Read Aloud

State Text	Investigation Day	Time of Day
	Trees / How do trees change? / Day 4	Large Group
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / Exploring the Topic / Day 5	Choice Time
	Balls / Who uses balls? / Day 2	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 4	Large Group
	Clothes / How do people make clothes? / Day 1	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group
Ask meaning of words.	Balls / What are balls made of? / Day 3	Large Group
	Balls / Exploring the Topic / Day 5	Large Group
	Balls / Exploring the Topic / Day 5	Choice Time
	Beginning the Year / When do things happen at school? / Day 2	Read Aloud
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 1	Choice Time
Follow two-step directions or requests.	Clothes / How is cloth made? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 1	Choice Time
Expressive Language		
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.		
	Balls / Exploring the Topic / Day 2	Small Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group Roundup
	Balls / What are balls made of? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
	Balls / Exploring the Topic / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 5	Large Group Roundup
	Balls / Celebrating Learning / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundup

State Text	Investigation Day	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 3	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 5	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 1	Large Group Roundup
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Beginning the Year / What are our rules? / Day 2	Large Group Roundup
	Beginning the Year / What are our rules? / Day 3	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Choice Time
	Beginning the Year / What are our rules? / Day 5	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 2	Large Group
	Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 3	Large Group
	Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Read Aloud

State Text	Investigation Day	Time of Day
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group Roundup
	Buildings / Exploring the Topic / Day 1	Large Group Roundup
	Buildings / Exploring the Topic / Day 2	Large Group Roundup
	Buildings / Exploring the Topic / Day 3	Large Group Roundup
	Buildings / Exploring the Topic / Day 4	Large Group Roundup
	Buildings / Exploring the Topic / Day 5	Choice Time
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Buildings / Exploring the Topic / Day 5	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup

State Text	Investigation Day	Time of Day
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 5	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup
	Buildings / What is special about our building? / Day 1	Large Group Roundup
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What is special about our building? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 4	Large Group Roundup
	Buildings / What happens inside buildings? / Day 5	Large Group Roundup
	Buildings / Celebrating Learning / Day 1	Large Group Roundup
	Buildings / Celebrating Learning / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 3	Large Group Roundup
	Trees / Exploring the Topic / Day 4	Large Group Roundup
	Trees / Exploring the Topic / Day 5	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Read Aloud
	Trees / Who lives in trees? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 4	Large Group

State Text	Investigation Day	Time of Day
	Trees / Who lives in trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 2	Large Group Roundup
	Trees / Who takes care of trees? / Day 1	Choice Time
	Trees / Who takes care of trees? / Day 1	Large Group Roundup
	Trees / Who takes care of trees? / Day 2	Large Group
	Trees / Who takes care of trees? / Day 3	Large Group
	Balls / What makes balls move? / Day 2	Large Group Roundup
	Balls / Who uses balls? / Day 1	Large Group
	Trees / How do trees change? / Day 5	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
	Trees / Celebrating Learning / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / Exploring the Topic / Day 5	Large Group
	Clothes / What are the features of clothes? / Day 1	Large Group Roundup
	Clothes / What are the features of clothes? / Day 3	Large Group Roundup
	Clothes / What are the features of clothes? / Day 5	Large Group Roundup
	Clothes / How do people make clothes? / Day 2	Large Group Roundup
	Balls / Who uses balls? / Day 3	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
	Clothes / What special clothes do people wear for work? / Day 3	Large Group
	Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Balls / What are balls made of? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	Balls / Exploring the Topic / Day 2	Small Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group Roundup

State Text	Investigation Day	Time of Day
	Balls / What are balls made of? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
	Balls / Exploring the Topic / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 5	Large Group Roundup
	Balls / Celebrating Learning / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Choice Time
	Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 5	Choice Time
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 4	Large Group Roundup
	Trees / Exploring the Topic / Day 3	Large Group Roundup

State Text	Investigation Day	Time of Day
	Trees / Exploring the Topic / Day 5	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 5	Read Aloud
	Trees / Who lives in trees? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 2	Large Group Roundup
	Trees / Who takes care of trees? / Day 1	Choice Time
	Trees / Who takes care of trees? / Day 1	Large Group Roundup
	Trees / Who takes care of trees? / Day 2	Large Group
	Trees / Who takes care of trees? / Day 3	Large Group
	Trees / How do trees change? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 1	Large Group
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
	Trees / Celebrating Learning / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / Exploring the Topic / Day 5	Large Group
	Clothes / What are the features of clothes? / Day 3	Large Group Roundup
	Clothes / What are the features of clothes? / Day 5	Large Group Roundup
	Clothes / How do people make clothes? / Day 2	Large Group Roundup
	Balls / Who uses balls? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
	Clothes / What special clothes do people wear for work? / Day 3	Large Group
	Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Balls / What are balls made of? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
Describe familiar people, places, things and experiences.	Balls / Exploring the Topic / Day 2	Small Group

State Text	Investigation Day	Time of Day
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group Roundup
	Balls / What are balls made of? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
	Balls / Exploring the Topic / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 5	Large Group Roundup
	Balls / Celebrating Learning / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Choice Time
	Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 5	Choice Time
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundup
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Trees / Exploring the Topic / Day 3	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 5	Read Aloud
	Trees / Who lives in trees? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 2	Large Group Roundup
	Trees / Who takes care of trees? / Day 1	Choice Time
	Trees / Who takes care of trees? / Day 1	Large Group Roundup

State Text	Investigation Day	Time of Day
	Trees / Who takes care of trees? / Day 2	Large Group
	Trees / Who takes care of trees? / Day 3	Large Group
	Balls / Who uses balls? / Day 1	Large Group
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
	Trees / Celebrating Learning / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / What are the features of clothes? / Day 3	Large Group Roundup
	Clothes / What are the features of clothes? / Day 5	Large Group Roundup
	Clothes / How do people make clothes? / Day 2	Large Group Roundup
	Balls / Who uses balls? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
	Clothes / What special clothes do people wear for work? / Day 3	Large Group
	Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Balls / What are balls made of? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
Use drawings or other visuals to add details to verbal descriptions.	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 5	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
	Buildings / What is special about our building? / Day 1	Choice Time
	Trees / Exploring the Topic / Day 5	Choice Time
	Trees / What food comes from trees? / Day 4	Large Group
	Trees / Who takes care of trees? / Day 3	Choice Time
	Trees / Who takes care of trees? / Day 4	Choice Time

State Text	Investigation Day	Time of Day
	Trees / How do trees change? / Day 1	Choice Time
	Trees / How do trees change? / Day 2	Choice Time
	Trees / How do trees change? / Day 4	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
With modeling and support, use the conventions of standard English (Grammar):		
Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.		
	Balls / Exploring the Topic / Day 2	Small Group
	Buildings / Exploring the Topic / Day 4	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
Form regular plural nouns orally by adding /s/ or /es/.		
	Balls / Exploring the Topic / Day 2	Small Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).		
	Balls / Exploring the Topic / Day 2	Small Group
	Balls / What are balls made of? / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 5	Large Group Roundup
	Balls / Celebrating Learning / Day 1	Large Group
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 1	Large Group
	Beginning the Year / Who works at our school? / Day 2	Large Group
	Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 3	Large Group

State Text	Investigation Day	Time of Day
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group
	Buildings / Exploring the Topic / Day 5	Large Group
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Trees / Exploring the Topic / Day 5	Large Group
	Trees / Who lives in trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 2	Large Group Roundup
	Trees / Who takes care of trees? / Day 1	Large Group Roundup
	Trees / Who takes care of trees? / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Large Group
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 5	Large Group
	Clothes / What are the features of clothes? / Day 3	Large Group Roundup
	Clothes / How do people make clothes? / Day 2	Large Group Roundup
	Balls / Who uses balls? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
	Clothes / What special clothes do people wear for work? / Day 3	Large Group
	Balls / What are balls made of? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with).	Balls / Exploring the Topic / Day 2	Small Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup

State Text	Investigation Day	Time of Day
Produce and expand complete sentences in shared language activities.	Balls / Exploring the Topic / Day 2	Small Group
	Buildings / Exploring the Topic / Day 4	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Buildings / What happens inside buildings? / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group Roundup
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	Balls / Exploring the Topic / Day 2	Small Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
	Balls / What are balls made of? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
	Balls / Exploring the Topic / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 5	Large Group Roundup
	Balls / Celebrating Learning / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group
	Balls / Exploring the Topic / Day 5	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 5	Choice Time
	Balls / Do all balls bounce? / Day 2	Large Group Roundup

State Text	Investigation Day	Time of Day
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group
	Trees / Who lives in trees? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 5	Large Group
	Trees / Who takes care of trees? / Day 1	Large Group Roundup
	Trees / Who takes care of trees? / Day 2	Large Group
	Trees / Who takes care of trees? / Day 3	Large Group
	Balls / Who uses balls? / Day 1	Large Group
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
	Trees / Celebrating Learning / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / What are the features of clothes? / Day 5	Large Group Roundup
	Balls / Who uses balls? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
	Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Balls / What are balls made of? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	Balls / Exploring the Topic / Day 2	Small Group
	Balls / What are balls made of? / Day 2	Large Group Roundup

State Text	Investigation Day	Time of Day
	Balls / Exploring the Topic / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 5	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group
	Balls / Exploring the Topic / Day 5	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 5	Choice Time
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group
	Trees / Who takes care of trees? / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Large Group
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Balls / What are balls made of? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
Identify real-life connections between words and their use. (Vocabulary)	Balls / Exploring the Topic / Day 2	Small Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
	Balls / What are balls made of? / Day 2	Large Group Roundup
	Balls / Exploring the Topic / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 5	Large Group Roundup
	Balls / Celebrating Learning / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group
	Balls / Exploring the Topic / Day 5	Choice Time
	Beginning the Year / Who works at our school? / Day 2	Large Group
	Beginning the Year / Who works at our school? / Day 3	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 5	Choice Time
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 5	Read Aloud
	Trees / Who lives in trees? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 5	Large Group
	Balls / Who uses balls? / Day 1	Large Group
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / What are the features of clothes? / Day 3	Large Group Roundup
	Clothes / What are the features of clothes? / Day 5	Large Group Roundup
	Balls / Who uses balls? / Day 3	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Balls / What are balls made of? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group

State Text	Investigation Day	Time of Day
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	Balls / Exploring the Topic / Day 2	Small Group
	Balls / Exploring the Topic / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 5	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Balls / Exploring the Topic / Day 4	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group
	Balls / Exploring the Topic / Day 5	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Choice Time
	Balls / Do all balls bounce? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group
	Balls / Who uses balls? / Day 1	Large Group
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / What are the features of clothes? / Day 5	Large Group Roundup
	Balls / What are balls made of? / Day 1	Large Group
Social Communication With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup

State Text	Investigation Day	Time of Day
With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
	Balls / What are balls made of? / Day 4	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 3	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 5	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 1	Large Group Roundup
	Beginning the Year / What are our rules? / Day 2	Large Group Roundup
	Beginning the Year / What are our rules? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 4	Large Group Roundup
	Beginning the Year / What are our rules? / Day 5	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 3	Large Group
	Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group Roundup

State Text	Investigation Day	Time of Day
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group Roundup
	Buildings / Exploring the Topic / Day 1	Large Group Roundup
	Buildings / Exploring the Topic / Day 2	Large Group Roundup
	Buildings / Exploring the Topic / Day 3	Large Group Roundup
	Buildings / Exploring the Topic / Day 4	Large Group Roundup
	Buildings / Exploring the Topic / Day 5	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 5	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup

State Text	Investigation Day	Time of Day
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup
	Buildings / What is special about our building? / Day 1	Large Group Roundup
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What is special about our building? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 4	Large Group Roundup
	Buildings / What happens inside buildings? / Day 5	Large Group Roundup
	Buildings / Celebrating Learning / Day 1	Large Group Roundup
	Buildings / Celebrating Learning / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 4	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 3	Large Group Roundup
	Trees / Who lives in trees? / Day 4	Large Group
	Balls / What makes balls move? / Day 2	Large Group Roundup
	Trees / How do trees change? / Day 5	Large Group Roundup
	Clothes / Exploring the Topic / Day 2	Large Group Roundup
	Clothes / Exploring the Topic / Day 3	Large Group Roundup
	Clothes / What are the features of clothes? / Day 1	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
With modeling and support, continue a conversation through multiple exchanges.		
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 3	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 5	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group Roundup
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group Roundup

State Text	Investigation Day	Time of Day
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 1	Large Group Roundup
	Beginning the Year / What are our rules? / Day 2	Large Group Roundup
	Beginning the Year / What are our rules? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 4	Large Group Roundup
	Beginning the Year / What are our rules? / Day 5	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
	Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group Roundup
	Buildings / Exploring the Topic / Day 1	Large Group Roundup

State Text	Investigation Day	Time of Day
	Buildings / Exploring the Topic / Day 2	Large Group Roundup
	Buildings / Exploring the Topic / Day 3	Large Group Roundup
	Buildings / Exploring the Topic / Day 4	Large Group Roundup
	Buildings / Exploring the Topic / Day 5	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group Roundup
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 5	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup
	Buildings / What is special about our building? / Day 1	Large Group Roundup
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What is special about our building? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 4	Large Group Roundup
	Buildings / What happens inside buildings? / Day 5	Large Group Roundup
	Buildings / Celebrating Learning / Day 1	Large Group Roundup
	Buildings / Celebrating Learning / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 4	Large Group Roundup

State Text	Investigation Day	Time of Day
	Trees / Who lives in trees? / Day 4	Large Group
	Trees / Who takes care of trees? / Day 3	Large Group
	Balls / What makes balls move? / Day 2	Large Group Roundup
	Trees / How do trees change? / Day 5	Large Group Roundup
	Clothes / What are the features of clothes? / Day 1	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
Reading		
Reading Comprehension		
Ask and answer questions, and comment about characters and major events in familiar stories.		
	Balls / Exploring the Topic / Day 1	Choice Time
	Balls / Exploring the Topic / Day 2	Read Aloud
	Balls / What are balls made of? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Read Aloud
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Read Aloud
	Balls / What are balls made of? / Day 3	Read Aloud
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
	Balls / What are balls made of? / Day 4	Read Aloud
	Balls / What are balls made of? / Day 5	Read Aloud
	Balls / Celebrating Learning / Day 1	Read Aloud
	Balls / Celebrating Learning / Day 2	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 1	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
	Balls / Exploring the Topic / Day 4	Read Aloud
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Read Aloud
	Beginning the Year / What are our rules? / Day 2	Read Aloud
	Beginning the Year / When do things happen at school? / Day 1	Read Aloud
	Beginning the Year / When do things happen at school? / Day 2	Read Aloud
	Beginning the Year / When do things happen at school? / Day 3	Read Aloud

State Text	Investigation Day	Time of Day
	Beginning the Year / Who works at our school? / Day 4	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 1	Read Aloud
	Balls / Do all balls bounce? / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 4	Read Aloud
	Buildings / Who builds buildings? What tools do they use? / Day 2	Read Aloud
	Buildings / Who builds buildings? What tools do they use? / Day 4	Read Aloud
	Balls / Do all balls roll? / Day 1	Read Aloud
	Buildings / What are buildings made of? What makes them strong? / Day 5	Read Aloud
	Buildings / What happens inside buildings? / Day 5	Large Group
	Buildings / What happens inside buildings? / Day 5	Read Aloud
	Trees / Exploring the Topic / Day 1	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	Trees / What are the characteristics of the trees in our community? / Day 3	Read Aloud
	Balls / Do all balls roll? / Day 3	Read Aloud
	Trees / Who lives in trees? / Day 4	Read Aloud
	Trees / What food comes from trees? / Day 4	Large Group Roundup
	Trees / Who takes care of trees? / Day 2	Read Aloud
	Balls / What makes balls move? / Day 2	Read Aloud
	Trees / Who takes care of trees? / Day 4	Read Aloud
	Trees / How do trees change? / Day 1	Read Aloud
	Trees / Celebrating Learning / Day 1	Read Aloud
	Clothes / Exploring the Topic / Day 2	Read Aloud
	Clothes / Exploring the Topic / Day 4	Read Aloud
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 1	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Read Aloud
	Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	Clothes / How do people make clothes? / Day 2	Read Aloud
	Clothes / How do people make clothes? / Day 4	Read Aloud
	Clothes / How is cloth made? / Day 1	Read Aloud
	Clothes / Where do we get our clothes? / Day 3	Read Aloud

State Text	Investigation Day	Time of Day
	Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
	Clothes / Celebrating Learning / Day 2	Read Aloud
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Read Aloud
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Read Aloud
Retell or re-enact familiar stories.	Balls / Exploring the Topic / Day 1	Choice Time
	Balls / What are balls made of? / Day 5	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 4	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Read Aloud
	Balls / What makes balls move? / Day 1	Read Aloud
	Trees / What food comes from trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 5	Choice Time
	Clothes / What are the features of clothes? / Day 1	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Choice Time
	Clothes / How do we take care of our clothes? / Day 4	Choice Time
	Clothes / Where do we get our clothes? / Day 1	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
Identify characters and major events in a story.	Balls / Exploring the Topic / Day 1	Choice Time
	Balls / Exploring the Topic / Day 2	Read Aloud
	Balls / What are balls made of? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Read Aloud
	Balls / What are balls made of? / Day 3	Read Aloud
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
	Balls / What are balls made of? / Day 5	Read Aloud
	Balls / Celebrating Learning / Day 1	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 1	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud

State Text	Investigation Day	Time of Day
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Read Aloud
	Beginning the Year / When do things happen at school? / Day 2	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Choice Time
	Balls / Do all balls bounce? / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 4	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Read Aloud
	Balls / Do all balls roll? / Day 1	Read Aloud
	Buildings / What happens inside buildings? / Day 5	Read Aloud
	Balls / Do all balls roll? / Day 3	Read Aloud
	Balls / What makes balls move? / Day 1	Read Aloud
	Trees / What food comes from trees? / Day 4	Large Group Roundup
	Trees / What food comes from trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 5	Choice Time
	Trees / Who takes care of trees? / Day 4	Read Aloud
	Trees / How do trees change? / Day 1	Read Aloud
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 1	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Choice Time
	Clothes / How do we take care of our clothes? / Day 4	Choice Time
	Clothes / Where do we get our clothes? / Day 1	Read Aloud
	Clothes / Where do we get our clothes? / Day 3	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
Demonstrate an understanding of the differences between fantasy and reality.	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Choice Time

State Text	Investigation Day	Time of Day
With modeling and support, describe what part of the story the illustration depicts.	Balls / Exploring the Topic / Day 1	Choice Time
	Balls / Exploring the Topic / Day 2	Read Aloud
	Balls / What are balls made of? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Read Aloud
	Balls / What are balls made of? / Day 3	Read Aloud
	Balls / What are balls made of? / Day 4	Read Aloud
	Balls / What are balls made of? / Day 5	Read Aloud
	Balls / Celebrating Learning / Day 1	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 1	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Balls / Exploring the Topic / Day 4	Read Aloud
	Beginning the Year / What are our rules? / Day 4	Read Aloud
	Beginning the Year / When do things happen at school? / Day 1	Read Aloud
	Balls / Do all balls bounce? / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 3	Read Aloud
	Buildings / Exploring the Topic / Day 4	Read Aloud
	Buildings / Who builds buildings? What tools do they use? / Day 1	Read Aloud
	Buildings / Who builds buildings? What tools do they use? / Day 4	Read Aloud
	Buildings / What are buildings made of? What makes them strong? / Day 2	Read Aloud
	Balls / Do all balls roll? / Day 1	Read Aloud
	Buildings / What happens inside buildings? / Day 5	Read Aloud
	Buildings / Celebrating Learning / Day 1	Read Aloud
	Trees / Exploring the Topic / Day 1	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	Balls / Do all balls roll? / Day 3	Read Aloud
	Trees / What food comes from trees? / Day 1	Choice Time
	Trees / What food comes from trees? / Day 5	Read Aloud
	Balls / What makes balls move? / Day 2	Read Aloud
	Trees / How do trees change? / Day 1	Read Aloud
	Trees / How do trees change? / Day 2	Read Aloud
	Trees / How do trees change? / Day 4	Read Aloud
	Trees / What can we do with parts of trees? / Day 3	Read Aloud

State Text	Investigation Day	Time of Day
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	Clothes / How do people make clothes? / Day 2	Read Aloud
	Clothes / How do people make clothes? / Day 4	Read Aloud
	Clothes / How is cloth made? / Day 1	Read Aloud
	Clothes / How is cloth made? / Day 3	Read Aloud
	Clothes / Where do we get our clothes? / Day 1	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	Beginning the Year / What are our rules? / Day 5	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 1	Choice Time
	Clothes / What special clothes do people wear for work? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
With modeling and support, identify the topic of an informational text that has been read aloud.	Balls / Exploring the Topic / Day 1	Choice Time
	Balls / Exploring the Topic / Day 2	Read Aloud
	Balls / What are balls made of? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Read Aloud
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
	Balls / Exploring the Topic / Day 4	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Read Aloud
	Buildings / What are buildings made of? What makes them strong? / Day 5	Read Aloud
	Buildings / What happens inside buildings? / Day 4	Read Aloud
	Buildings / Celebrating Learning / Day 2	Read Aloud
	Trees / Who lives in trees? / Day 1	Large Group

State Text	Investigation Day	Time of Day
	Trees / Who lives in trees? / Day 2	Read Aloud
	Trees / What food comes from trees? / Day 1	Choice Time
	Trees / What food comes from trees? / Day 2	Read Aloud
	Trees / What food comes from trees? / Day 4	Read Aloud
	Trees / Who takes care of trees? / Day 1	Read Aloud
	Trees / Who takes care of trees? / Day 3	Read Aloud
	Trees / How do trees change? / Day 2	Read Aloud
	Trees / How do trees change? / Day 5	Read Aloud
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / How do we take care of our clothes? / Day 4	Read Aloud
	Balls / Who uses balls? / Day 4	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
	Clothes / What other special clothes do people wear? / Day 2	Read Aloud
With modeling and support, describe, categorize and compare and contrast information in informational text.		
	Balls / Exploring the Topic / Day 1	Choice Time
	Balls / Exploring the Topic / Day 2	Read Aloud
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
	Balls / What are balls made of? / Day 4	Read Aloud
	Beginning the Year / What are our rules? / Day 2	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Read Aloud
	Buildings / What are buildings made of? What makes them strong? / Day 2	Read Aloud
	Buildings / What are buildings made of? What makes them strong? / Day 5	Read Aloud
	Buildings / What happens inside buildings? / Day 4	Read Aloud
	Buildings / Celebrating Learning / Day 2	Read Aloud
	Trees / Who lives in trees? / Day 1	Large Group
	Trees / Who lives in trees? / Day 2	Read Aloud
	Trees / What food comes from trees? / Day 2	Read Aloud
	Trees / What food comes from trees? / Day 4	Read Aloud
	Trees / Who takes care of trees? / Day 1	Read Aloud
	Trees / Who takes care of trees? / Day 3	Read Aloud
	Trees / How do trees change? / Day 2	Read Aloud
	Trees / How do trees change? / Day 5	Read Aloud

State Text	Investigation Day	Time of Day
	Trees / What can we do with parts of trees? / Day 1	Read Aloud
	Trees / What can we do with parts of trees? / Day 3	Read Aloud
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / How do we take care of our clothes? / Day 4	Read Aloud
	Balls / Who uses balls? / Day 4	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
	Clothes / What other special clothes do people wear? / Day 2	Read Aloud
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).		
	Balls / Exploring the Topic / Day 1	Choice Time
	Beginning the Year / When do things happen at school? / Day 1	Read Aloud
	Buildings / What happens inside buildings? / Day 5	Large Group
	Buildings / What happens inside buildings? / Day 5	Read Aloud
	Trees / What food comes from trees? / Day 4	Large Group Roundup
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Read Aloud
	Clothes / How do people make clothes? / Day 5	Large Group
Actively engage in group reading with purpose and understanding.		
	Balls / Exploring the Topic / Day 1	Choice Time
	Balls / Exploring the Topic / Day 2	Read Aloud
	Balls / What are balls made of? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Read Aloud
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Read Aloud
	Balls / What are balls made of? / Day 3	Read Aloud
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
	Balls / What are balls made of? / Day 5	Read Aloud
	Balls / Celebrating Learning / Day 1	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 1	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud

State Text	Investigation Day	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
	Balls / Exploring the Topic / Day 4	Read Aloud
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Read Aloud
	Beginning the Year / What are our rules? / Day 4	Read Aloud
	Beginning the Year / When do things happen at school? / Day 2	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Read Aloud
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Read Aloud
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Read Aloud
	Buildings / Exploring the Topic / Day 1	Read Aloud
	Balls / Do all balls bounce? / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 3	Read Aloud
	Buildings / Exploring the Topic / Day 4	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Read Aloud
	Buildings / Who builds buildings? What tools do they use? / Day 1	Read Aloud
	Buildings / Who builds buildings? What tools do they use? / Day 2	Read Aloud
	Buildings / Who builds buildings? What tools do they use? / Day 4	Read Aloud
	Buildings / What are buildings made of? What makes them strong? / Day 2	Read Aloud
	Balls / Do all balls roll? / Day 1	Read Aloud
	Buildings / What are buildings made of? What makes them strong? / Day 5	Read Aloud
	Buildings / What happens inside buildings? / Day 3	Read Aloud
	Buildings / What happens inside buildings? / Day 4	Read Aloud
	Buildings / What happens inside buildings? / Day 5	Read Aloud
	Buildings / Celebrating Learning / Day 1	Read Aloud
	Buildings / Celebrating Learning / Day 2	Read Aloud
	Trees / Exploring the Topic / Day 1	Read Aloud

State Text	Investigation Day	Time of Day
	Trees / Exploring the Topic / Day 3	Read Aloud
	Trees / Exploring the Topic / Day 4	Read Aloud
	Trees / What are the characteristics of the trees in our community? / Day 1	Read Aloud
	Trees / What are the characteristics of the trees in our community? / Day 3	Read Aloud
	Balls / Do all balls roll? / Day 3	Read Aloud
	Trees / Who lives in trees? / Day 1	Large Group
	Trees / Who lives in trees? / Day 2	Read Aloud
	Trees / Who lives in trees? / Day 4	Read Aloud
	Trees / What food comes from trees? / Day 2	Read Aloud
	Trees / What food comes from trees? / Day 4	Read Aloud
	Trees / What food comes from trees? / Day 5	Read Aloud
	Trees / Who takes care of trees? / Day 1	Read Aloud
	Trees / Who takes care of trees? / Day 2	Read Aloud
	Trees / Who takes care of trees? / Day 3	Read Aloud
	Balls / What makes balls move? / Day 2	Read Aloud
	Trees / Who takes care of trees? / Day 4	Read Aloud
	Trees / How do trees change? / Day 1	Read Aloud
	Trees / How do trees change? / Day 2	Read Aloud
	Trees / How do trees change? / Day 4	Read Aloud
	Trees / How do trees change? / Day 5	Read Aloud
	Trees / Celebrating Learning / Day 1	Read Aloud
	Clothes / Exploring the Topic / Day 2	Read Aloud
	Clothes / Exploring the Topic / Day 4	Read Aloud
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 1	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Read Aloud
	Clothes / What are the features of clothes? / Day 4	Read Aloud
	Clothes / How do we take care of our clothes? / Day 1	Large Group
	Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	Clothes / How do we take care of our clothes? / Day 4	Read Aloud
	Clothes / How do people make clothes? / Day 2	Read Aloud
	Clothes / How do people make clothes? / Day 4	Read Aloud
	Clothes / How do people make clothes? / Day 5	Large Group
	Clothes / How is cloth made? / Day 1	Read Aloud
	Clothes / How is cloth made? / Day 2	Read Aloud
	Clothes / How is cloth made? / Day 3	Read Aloud

State Text	Investigation Day	Time of Day
	Clothes / Where do we get our clothes? / Day 1	Read Aloud
	Clothes / Where do we get our clothes? / Day 2	Read Aloud
	Clothes / Where do we get our clothes? / Day 3	Read Aloud
	Balls / Who uses balls? / Day 4	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
	Clothes / What other special clothes do people wear? / Day 2	Read Aloud
	Clothes / Celebrating Learning / Day 2	Read Aloud
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Read Aloud
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Read Aloud
Fluency		
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.		
Print Concepts		
Demonstrate an understanding of basic conventions of print in English and other languages.		
	Beginning the Year / What are our rules? / Day 4	Read Aloud
	Beginning the Year / What are our rules? / Day 4	Small Group
	Beginning the Year / What are our rules? / Day 5	Choice Time
	Beginning the Year / What are our rules? / Day 5	Small Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 1	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 5	Large Group Roundup

State Text	Investigation Day	Time of Day
	Trees / Exploring the Topic / Day 1	Choice Time
	Trees / Who takes care of trees? / Day 2	Choice Time
	Trees / Who takes care of trees? / Day 3	Choice Time
	Trees / Who takes care of trees? / Day 4	Choice Time
	Trees / Who takes care of trees? / Day 4	Large Group Roundup
	Trees / How do trees change? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
Orient books correctly for reading and turn pages one at a time.	Beginning the Year / What are our rules? / Day 4	Small Group
	Beginning the Year / What are our rules? / Day 5	Choice Time
	Beginning the Year / What are our rules? / Day 5	Small Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 1	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 5	Large Group Roundup
	Trees / Exploring the Topic / Day 1	Choice Time
	Trees / What food comes from trees? / Day 1	Choice Time
	Trees / Who takes care of trees? / Day 4	Large Group Roundup
	Trees / How do trees change? / Day 3	Choice Time
	Clothes / Exploring the Topic / Day 2	Choice Time
	Clothes / What are the features of clothes? / Day 4	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
Demonstrate an understanding that print carries meaning.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group
	Beginning the Year / What are our rules? / Day 1	Large Group
	Beginning the Year / What are our rules? / Day 2	Large Group

State Text	Investigation Day	Time of Day
	Beginning the Year / What are our rules? / Day 4	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group
	Buildings / What happens inside buildings? / Day 4	Large Group
	Buildings / Celebrating Learning / Day 1	Choice Time
	Trees / What food comes from trees? / Day 2	Large Group
	Trees / Who takes care of trees? / Day 3	Large Group
	Clothes / Exploring the Topic / Day 1	Large Group
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / Exploring the Topic / Day 2	Choice Time
	Clothes / Exploring the Topic / Day 4	Large Group
	Clothes / Exploring the Topic / Day 4	Large Group Roundup
	Clothes / Exploring the Topic / Day 5	Large Group
	Clothes / Exploring the Topic / Day 5	Large Group Roundup
	Clothes / How do people make clothes? / Day 2	Large Group
	Clothes / How do people make clothes? / Day 3	Large Group
	Clothes / How is cloth made? / Day 3	Large Group
	Clothes / Where do we get our clothes? / Day 1	Large Group
	Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
Phonological Awareness		

State Text	Investigation Day	Time of Day
With modeling and support, recognize and produce rhyming words.	Balls / Do all balls bounce? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup
	Balls / Do all balls roll? / Day 1	Read Aloud
	Trees / Exploring the Topic / Day 4	Read Aloud
	Trees / What food comes from trees? / Day 4	Large Group
	Trees / What food comes from trees? / Day 5	Read Aloud
	Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Mighty Minutes
With modeling and support recognize words in spoken sentences.	Balls / Celebrating Learning / Day 2	Large Group
	Trees / What food comes from trees? / Day 4	Large Group
	Balls / What are balls made of? / Day 1	Read Aloud
With modeling and support identify, blend and segment syllables in spoken words.	Balls / Who uses balls? / Day 4	Choice Time
	Balls / What are balls made of? / Day 1	Read Aloud
	Balls / Who uses balls? / Day 4	Choice Time
	Balls / What are balls made of? / Day 1	Read Aloud
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	Balls / Who uses balls? / Day 4	Choice Time
With modeling and support identify initial and final sounds in spoken words.	Trees / What food comes from trees? / Day 4	Large Group
	Balls / Who uses balls? / Day 4	Choice Time
Letter and Word Recognition		

State Text	Investigation Day	Time of Day
With modeling and support recognize and “read” familiar words or environmental print.	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group
	Buildings / What happens inside buildings? / Day 1	Large Group
	Buildings / What happens inside buildings? / Day 4	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
	With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	Beginning the Year / Who works at our school? / Day 4
Buildings / What are buildings made of? What makes them strong? / Day 3		Read Aloud
Clothes / Celebrating Learning / Day 1		Large Group
Trees / Exploring the Topic / Day 3		Read Aloud
Trees / Exploring the Topic / Day 4		Read Aloud
Trees / What are the characteristics of the trees in our community? / Day 5		Large Group Roundup
Trees / What food comes from trees? / Day 5		Read Aloud
Clothes / How do we take care of our clothes? / Day 3		Choice Time
Clothes / How do people make clothes? / Day 4		Large Group
Clothes / How is cloth made? / Day 3		Large Group
Clothes / What special clothes do people wear for work? / Day 4		Large Group
Clothes / What special clothes do people wear for work? / Day 5		Large Group
Reduce, Reuse, Recycle / What do people throw away? / Day 2		Choice Time
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.		Beginning the Year / Who works at our school? / Day 4
	Buildings / What are buildings made of? What makes them strong? / Day 3	Read Aloud
	Clothes / Celebrating Learning / Day 1	Large Group
	Trees / Exploring the Topic / Day 4	Read Aloud
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group Roundup

State Text	Investigation Day	Time of Day
	Trees / What food comes from trees? / Day 5	Read Aloud
	Clothes / How do we take care of our clothes? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 4	Large Group
	Clothes / How is cloth made? / Day 3	Large Group
	Clothes / What special clothes do people wear for work? / Day 4	Large Group
	Clothes / What special clothes do people wear for work? / Day 5	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
With modeling and support, recognize the sounds associated with letters.		
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Mighty Minutes
	Beginning the Year / Who works at our school? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group
Writing		
Writing Process		
Use a 3-finger grasp of dominant hand to hold a writing tool.		
	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Choice Time
	Buildings / Exploring the Topic / Day 2	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
Demonstrate an understanding of the structure and function of print.		
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group
	Beginning the Year / What are our rules? / Day 1	Large Group
	Beginning the Year / What are our rules? / Day 2	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group

State Text	Investigation Day	Time of Day
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group
	Buildings / What is special about our building? / Day 2	Large Group
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group
	Buildings / Celebrating Learning / Day 1	Choice Time
	Trees / What food comes from trees? / Day 2	Large Group
	Trees / Who takes care of trees? / Day 3	Large Group
	Clothes / Exploring the Topic / Day 1	Large Group
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / Exploring the Topic / Day 4	Large Group
	Clothes / Exploring the Topic / Day 4	Large Group Roundup
	Clothes / Exploring the Topic / Day 5	Large Group
	Clothes / Exploring the Topic / Day 5	Large Group Roundup
	Clothes / How is cloth made? / Day 3	Large Group
	Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 5	Choice Time
	Balls / Exploring the Topic / Day 5	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Read Aloud
	Buildings / What is special about our building? / Day 3	Large Group Roundup

State Text	Investigation Day	Time of Day
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Balls / What makes balls move? / Day 1	Large Group Roundup
	Trees / What food comes from trees? / Day 3	Large Group Roundup
	Trees / Who takes care of trees? / Day 2	Large Group Roundup
	Clothes / What are the features of clothes? / Day 5	Choice Time
	Clothes / How do people make clothes? / Day 4	Choice Time
	Clothes / Where do we get our clothes? / Day 3	Choice Time
	Balls / Who uses balls? / Day 5	Choice Time
	Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup
With modeling and support, demonstrate letter formation in "writing."	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 4	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Read Aloud
	Buildings / What is special about our building? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 4	Choice Time
	Trees / What food comes from trees? / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 5	Choice Time
Clothes / How do people make clothes? / Day 4	Choice Time	
Clothes / Where do we get our clothes? / Day 3	Choice Time	
Balls / Who uses balls? / Day 5	Choice Time	
Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup	
Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup	
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time

State Text	Investigation Day	Time of Day
With modeling and support show awareness that one letter or cluster of letters represents one word.	Balls / Exploring the Topic / Day 1	Large Group
	Balls / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 4	Read Aloud
	Balls / Exploring the Topic / Day 3	Large Group
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Beginning the Year / What are our rules? / Day 4	Large Group
	Beginning the Year / What are our rules? / Day 5	Large Group
	Beginning the Year / What are our rules? / Day 5	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 2	Large Group
	Balls / Exploring the Topic / Day 5	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 3	Large Group
	Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What is special about our building? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 3	Large Group
	Trees / Exploring the Topic / Day 4	Large Group
	Trees / Exploring the Topic / Day 4	Choice Time
	Trees / Who lives in trees? / Day 2	Large Group

State Text	Investigation Day	Time of Day
	Trees / Who lives in trees? / Day 4	Large Group Roundup
	Trees / What food comes from trees? / Day 1	Large Group
	Balls / What makes balls move? / Day 1	Large Group Roundup
	Trees / What food comes from trees? / Day 3	Large Group Roundup
	Trees / What food comes from trees? / Day 4	Choice Time
	Trees / Who takes care of trees? / Day 1	Large Group
	Trees / Who takes care of trees? / Day 2	Large Group Roundup
	Trees / How do trees change? / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Large Group
	Trees / What can we do with parts of trees? / Day 2	Large Group Roundup
	Clothes / What are the features of clothes? / Day 5	Choice Time
	Clothes / How do people make clothes? / Day 4	Choice Time
	Clothes / How is cloth made? / Day 1	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 3	Choice Time
	Balls / Who uses balls? / Day 5	Choice Time
	Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup
Writing Application and Composition		
“Read” what he/she has written.	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Choice Time
	Trees / Who takes care of trees? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group

State Text	Investigation Day	Time of Day
With modeling and support, notice and sporadically use punctuation in writing.	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	Balls / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 4	Read Aloud
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Balls / Exploring the Topic / Day 5	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 3	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Choice Time
	Buildings / What is special about our building? / Day 3	Large Group Roundup
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 4	Choice Time
	Trees / Who lives in trees? / Day 4	Large Group Roundup
	Balls / What makes balls move? / Day 1	Large Group Roundup
	Trees / What food comes from trees? / Day 3	Large Group Roundup
	Trees / What food comes from trees? / Day 4	Choice Time
	Trees / Who takes care of trees? / Day 2	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 2	Large Group Roundup
	Clothes / Exploring the Topic / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 5	Choice Time
	Clothes / How do people make clothes? / Day 4	Choice Time
	Clothes / How is cloth made? / Day 1	Large Group Roundup

State Text	Investigation Day	Time of Day
	Clothes / Where do we get our clothes? / Day 3	Choice Time
	Balls / Who uses balls? / Day 5	Choice Time
	Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Choice Time
	Balls / What are balls made of? / Day 4	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Read Aloud
	Trees / What food comes from trees? / Day 4	Choice Time
	Balls / Who uses balls? / Day 5	Choice Time
With modeling and support, discuss and respond to questions from others about writing/drawing.	Balls / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
	Balls / What are balls made of? / Day 4	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Read Aloud
	Trees / What food comes from trees? / Day 4	Choice Time

State Text	Investigation Day	Time of Day
	Balls / Who uses balls? / Day 1	Large Group
	Clothes / What are the features of clothes? / Day 5	Choice Time
	Balls / Who uses balls? / Day 5	Choice Time
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	Balls / Exploring the Topic / Day 1	Large Group
	Balls / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
	Balls / What are balls made of? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
	Balls / What are balls made of? / Day 5	Large Group
	Balls / Exploring the Topic / Day 3	Large Group
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What are our rules? / Day 5	Large Group
	Beginning the Year / Who works at our school? / Day 2	Large Group
	Beginning the Year / Who works at our school? / Day 3	Large Group
	Buildings / Exploring the Topic / Day 5	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
	Buildings / What is special about our building? / Day 2	Large Group Roundup
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 2	Large Group
	Trees / Exploring the Topic / Day 2	Large Group Roundup
	Trees / Exploring the Topic / Day 3	Large Group
	Trees / Exploring the Topic / Day 4	Large Group
	Trees / Exploring the Topic / Day 5	Large Group
	Trees / Who lives in trees? / Day 2	Large Group

State Text	Investigation Day	Time of Day
	Trees / Who lives in trees? / Day 2	Choice Time
	Trees / What food comes from trees? / Day 1	Large Group
	Trees / What food comes from trees? / Day 2	Large Group Roundup
	Trees / What food comes from trees? / Day 3	Large Group
	Trees / Who takes care of trees? / Day 1	Large Group
	Trees / Who takes care of trees? / Day 2	Large Group
	Trees / How do trees change? / Day 2	Large Group
	Trees / How do trees change? / Day 3	Large Group
	Trees / How do trees change? / Day 5	Large Group
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 2	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 3	Large Group
	Trees / Celebrating Learning / Day 1	Large Group
	Trees / Celebrating Learning / Day 1	Choice Time
	Trees / Celebrating Learning / Day 2	Large Group
	Clothes / Exploring the Topic / Day 4	Large Group
	Clothes / Exploring the Topic / Day 5	Large Group
	Clothes / How do people make clothes? / Day 2	Large Group Roundup
	Clothes / How is cloth made? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
With modeling and support, explore a variety of digital tools to express ideas.	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Small Group
	Buildings / Celebrating Learning / Day 1	Choice Time
	Trees / Exploring the Topic / Day 2	Small Group
	Trees / How do trees change? / Day 5	Choice Time
Motor Development Large Muscle, Balance and Coordination		

State Text	Investigation Day	Time of Day
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
	Clothes / How do people make clothes? / Day 0	Outdoor Experiences
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	Beginning the Year / Who works at our school? / Day 1	Choice Time
	Buildings / Exploring the Topic / Day 4	Large Group
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences
	Balls / Exploring the Topic / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 4	Choice Time
	Beginning the Year / Who works at our school? / Day 1	Choice Time
	Balls / What makes balls move? / Day 2	Read Aloud
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).		
Demonstrate spatial awareness in physical activity or movement.	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
	Clothes / How do people make clothes? / Day 0	Outdoor Experiences
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	Beginning the Year / Who works at our school? / Day 1	Choice Time
	Buildings / Exploring the Topic / Day 4	Large Group
Small Muscle: Touch Grasp, Reach, Manipulate		

State Text	Investigation Day	Time of Day
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	Balls / What are balls made of? / Day 4	Choice Time
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 3	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Choice Time
	Buildings / Exploring the Topic / Day 5	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 3	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 3	Choice Time
	Buildings / What happens inside buildings? / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
	Trees / Who lives in trees? / Day 1	Choice Time
	Trees / What can we do with parts of trees? / Day 3	Choice Time
	Clothes / Exploring the Topic / Day 3	Choice Time
	Clothes / How do we take care of our clothes? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 2	Choice Time
	Balls / Who uses balls? / Day 4	Choice Time
	Clothes / How is cloth made? / Day 2	Choice Time
	Clothes / How is cloth made? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 1	Choice Time
Clothes / What special clothes do people wear for work? / Day 4	Choice Time	
Balls / What are balls made of? / Day 1	Choice Time	
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
Use classroom and household tools independently with eye-hand coordination to carry out activities.	Balls / What are balls made of? / Day 4	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 3	Choice Time

State Text	Investigation Day	Time of Day
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Choice Time
	Buildings / Exploring the Topic / Day 5	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 3	Choice Time
	Buildings / What happens inside buildings? / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
	Trees / Who lives in trees? / Day 1	Choice Time
	Trees / What can we do with parts of trees? / Day 3	Choice Time
	Clothes / Exploring the Topic / Day 3	Choice Time
	Clothes / How do we take care of our clothes? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 2	Choice Time
	Balls / Who uses balls? / Day 4	Choice Time
	Clothes / How is cloth made? / Day 2	Choice Time
	Clothes / How is cloth made? / Day 3	Choice Time
	Clothes / What special clothes do people wear for work? / Day 4	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
Oral-Motor		
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.		
Sensory Motor		
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 0	Outdoor Experiences
	Balls / Celebrating Learning / Day 1	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group

State Text	Investigation Day	Time of Day
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Choice Time
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / When do things happen at school? / Day 2	Choice Time
	Beginning the Year / When do things happen at school? / Day 3	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Choice Time
	Balls / Do all balls bounce? / Day 1	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Choice Time
	Balls / Do all balls bounce? / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 3	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 2	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Choice Time
	Buildings / What is special about our building? / Day 2	Choice Time
	Buildings / What is special about our building? / Day 3	Choice Time
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 1	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
	Trees / Who lives in trees? / Day 2	Choice Time
	Trees / What food comes from trees? / Day 3	Choice Time
	Balls / What makes balls move? / Day 2	Choice Time
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 1	Choice Time
	Clothes / How do people make clothes? / Day 5	Choice Time
	Balls / Who uses balls? / Day 4	Choice Time
	Clothes / How is cloth made? / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Balls / Who uses balls? / Day 5	Choice Time
	Clothes / What other special clothes do people wear? / Day 3	Choice Time
	Balls / What are balls made of? / Day 1	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
Physical Well-Being		
Body Awareness		
Identify and describe the function of body parts.	Beginning the Year / What names do we need to know at school? / Day 5	Choice Time
Physical Activity		
Participate in structured and unstructured active physical play exhibiting strength and stamina.	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences
	Balls / Exploring the Topic / Day 0	Outdoor Experiences
	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
	Clothes / How do people make clothes? / Day 0	Outdoor Experiences
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	Buildings / Exploring the Topic / Day 4	Large Group
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences
	Balls / Exploring the Topic / Day 0	Outdoor Experiences
	Balls / What makes balls move? / Day 1	Large Group
	Balls / Who uses balls? / Day 3	Large Group
Nutrition		
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	Balls / Celebrating Learning / Day 2	Large Group
Distinguish nutritious from non-nutritious foods.	Balls / Celebrating Learning / Day 2	Large Group

State Text	Investigation Day	Time of Day
Self-Help		
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group
Follow basic health practices.	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
Safety Practices		
With modeling and support, identify and follow basic safety rules.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group
	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
	Beginning the Year / What are our rules? / Day 1	Large Group
	Beginning the Year / What are our rules? / Day 2	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 3	Choice Time
	Buildings / What is special about our building? / Day 2	Read Aloud
	Trees / What are the characteristics of the trees in our community? / Day 2	Large Group
	Trees / What can we do with parts of trees? / Day 3	Large Group
	Balls / Who uses balls? / Day 2	Large Group
Identify ways adults help to keep us safe.	Buildings / What is special about our building? / Day 2	Read Aloud
With modeling and support, identify the consequences of unsafe behavior.	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
	Beginning the Year / What are our rules? / Day 1	Large Group
	Beginning the Year / What are our rules? / Day 2	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 2	Large Group
	Trees / What can we do with parts of trees? / Day 3	Large Group
	Balls / Who uses balls? / Day 2	Large Group

State Text	Investigation Day	Time of Day
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	Buildings / What is special about our building? / Day 2	Read Aloud
	Balls / Who uses balls? / Day 2	Large Group
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	Beginning the Year / What are our rules? / Day 1	Large Group
	Balls / Who uses balls? / Day 2	Large Group
Self		
Awareness and Expression of Emotion		
Recognize and identify own emotions and the emotions of others.	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Read Aloud
	Clothes / How do people make clothes? / Day 4	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
	Clothes / What other special clothes do people wear? / Day 3	Read Aloud
Communicate a range of emotions in socially accepted ways.	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Read Aloud
	Clothes / Exploring the Topic / Day 4	Read Aloud
Self-Concept		
Identify the diversity in human characteristics and how people are similar and different.	Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Beginning the Year / What are our rules? / Day 2	Read Aloud
Compare own characteristics to those of others.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud

State Text	Investigation Day	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 5	Choice Time
	Beginning the Year / What are our rules? / Day 2	Read Aloud
	Beginning the Year / What are our rules? / Day 4	Choice Time
	Beginning the Year / When do things happen at school? / Day 1	Read Aloud
	Clothes / How do we take care of our clothes? / Day 4	Read Aloud
	Clothes / How do people make clothes? / Day 5	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Clothes / What other special clothes do people wear? / Day 3	Read Aloud
	Clothes / Celebrating Learning / Day 1	Read Aloud
Self-Comforting		
Ohio has no content for this topic at this age.		
Self-Regulation		
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	Trees / What can we do with parts of trees? / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences
	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
	Beginning the Year / What names do we need to know at school? / Day 2	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Read Aloud
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group

State Text	Investigation Day	Time of Day
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / What are our rules? / Day 3	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 3	Choice Time
	Balls / Who uses balls? / Day 2	Large Group
	Clothes / Exploring the Topic / Day 4	Read Aloud
	Clothes / What are the features of clothes? / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 5	Large Group
	Balls / Who uses balls? / Day 4	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
Demonstrate the ability to delay gratification for short periods of time.	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
With modeling and support, show awareness of the consequences for his/her actions.	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences
	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
	Beginning the Year / What names do we need to know at school? / Day 2	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Large Group
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / What are our rules? / Day 2	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Balls / Who uses balls? / Day 2	Large Group
	Balls / Who uses balls? / Day 4	Large Group Roundup
	Balls / Who uses balls? / Day 5	Large Group
Sense of Competence		

State Text	Investigation Day	Time of Day
Show confidence in own abilities and accomplish routine and familiar tasks independently.	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Small Group
Relationships		
Attachment		
Express affection for familiar adults.		
Seek security and support from familiar adults in anticipation of challenging situations.	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
	Beginning the Year / What are our rules? / Day 4	Choice Time
	Balls / Do all balls bounce? / Day 1	Choice Time
Separate from familiar adults in a familiar setting with minimal distress.	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
	Beginning the Year / What are our rules? / Day 4	Choice Time
	Trees / Celebrating Learning / Day 2	Choice Time
Interactions with Adults		
Engage in extended, reciprocal conversations with familiar adults.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time

State Text	Investigation Day	Time of Day
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Choice Time
	Balls / Celebrating Learning / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
	Beginning the Year / What are our rules? / Day 4	Choice Time
	Balls / Do all balls bounce? / Day 1	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group
	Balls / Do all balls bounce? / Day 2	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
	Buildings / What is special about our building? / Day 3	Large Group
	Buildings / What happens inside buildings? / Day 2	Large Group
	Balls / What makes balls move? / Day 1	Large Group
	Trees / Who lives in trees? / Day 4	Large Group
	Trees / What food comes from trees? / Day 3	Large Group
	Trees / What food comes from trees? / Day 3	Choice Time
	Balls / What makes balls move? / Day 2	Choice Time
	Trees / Who takes care of trees? / Day 2	Large Group
	Trees / How do trees change? / Day 1	Choice Time
	Trees / How do trees change? / Day 2	Choice Time
	Trees / How do trees change? / Day 4	Choice Time
	Trees / What can we do with parts of trees? / Day 2	Large Group
	Trees / Celebrating Learning / Day 1	Choice Time
	Trees / Celebrating Learning / Day 2	Choice Time
	Clothes / Exploring the Topic / Day 2	Choice Time
	Clothes / Exploring the Topic / Day 3	Choice Time
	Clothes / Exploring the Topic / Day 5	Choice Time
	Balls / Who uses balls? / Day 3	Large Group
	Clothes / How do people make clothes? / Day 5	Choice Time
	Balls / Who uses balls? / Day 4	Large Group
	Balls / Who uses balls? / Day 5	Large Group
	Clothes / What special clothes do people wear for work? / Day 4	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group

State Text	Investigation Day	Time of Day
Request and accept guidance from familiar adults.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
	Balls / Celebrating Learning / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 1	Choice Time
	Balls / Do all balls bounce? / Day 2	Choice Time
	Balls / What makes balls move? / Day 1	Large Group
	Balls / What makes balls move? / Day 2	Choice Time
	Trees / What can we do with parts of trees? / Day 2	Large Group
	Trees / Celebrating Learning / Day 1	Choice Time
	Clothes / Exploring the Topic / Day 2	Choice Time
	Clothes / Exploring the Topic / Day 3	Choice Time
	Clothes / Exploring the Topic / Day 5	Choice Time
	Balls / Who uses balls? / Day 3	Large Group
	Balls / Who uses balls? / Day 4	Large Group
	Balls / Who uses balls? / Day 5	Large Group
Peer Interactions and Relationships		
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.		
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
	Balls / Exploring the Topic / Day 4	Read Aloud
	Beginning the Year / What are our rules? / Day 2	Choice Time
	Beginning the Year / Who works at our school? / Day 4	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 2	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 5	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
	Balls / Do all balls roll? / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Buildings / What happens inside buildings? / Day 4	Choice Time
	Buildings / What happens inside buildings? / Day 5	Choice Time
	Trees / Who lives in trees? / Day 4	Choice Time
	Balls / What makes balls move? / Day 1	Read Aloud
	Trees / Who lives in trees? / Day 5	Choice Time
	Trees / What food comes from trees? / Day 5	Choice Time
	Balls / What makes balls move? / Day 2	Choice Time
	Trees / Celebrating Learning / Day 1	Choice Time
	Clothes / Exploring the Topic / Day 1	Choice Time
	Clothes / Exploring the Topic / Day 5	Choice Time
	Balls / Who uses balls? / Day 2	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 2	Large Group
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 1	Choice Time
	Clothes / What special clothes do people wear for work? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Clothes / What other special clothes do people wear? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Choice Time
Demonstrate socially competent behavior with peers.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
	Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
	Balls / What are balls made of? / Day 4	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Balls / Exploring the Topic / Day 4	Read Aloud
	Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 2	Choice Time
	Beginning the Year / Who works at our school? / Day 4	Large Group

State Text	Investigation Day	Time of Day
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group Roundup
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Choice Time
	Buildings / Exploring the Topic / Day 2	Large Group Roundup
	Buildings / Exploring the Topic / Day 3	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 1	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 5	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
	Buildings / What happens inside buildings? / Day 1	Choice Time
	Balls / Do all balls roll? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 5	Choice Time
	Trees / Who lives in trees? / Day 2	Choice Time
	Trees / Who lives in trees? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 4	Choice Time
	Trees / What food comes from trees? / Day 5	Choice Time
	Balls / What makes balls move? / Day 2	Choice Time
	Trees / Who takes care of trees? / Day 2	Choice Time
	Trees / Celebrating Learning / Day 1	Choice Time
	Trees / Celebrating Learning / Day 2	Large Group Roundup
	Clothes / Exploring the Topic / Day 1	Large Group
	Clothes / Exploring the Topic / Day 1	Choice Time
	Clothes / Exploring the Topic / Day 5	Choice Time

State Text	Investigation Day	Time of Day
	Clothes / How do people make clothes? / Day 5	Large Group Roundup
	Clothes / How is cloth made? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 1	Choice Time
	Clothes / What other special clothes do people wear? / Day 1	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Choice Time
With modeling and support, negotiate to resolve social conflicts with peers.	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group
Empathy		
Express concern for the needs of others and people in distress.	Beginning the Year / What names do we need to know at school? / Day 1	Read Aloud
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Read Aloud
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Choice Time
Show regard for the feelings of other living things.	Beginning the Year / What names do we need to know at school? / Day 1	Read Aloud
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Read Aloud
Initiative Topic:		
Initiative and Curiosity		
Seek new and varied experiences and challenges (take risks).		
	Balls / Exploring the Topic / Day 1	Large Group
	Balls / Exploring the Topic / Day 2	Choice Time
	Balls / What are balls made of? / Day 3	Choice Time
	Buildings / Exploring the Topic / Day 0	Outdoor Experiences
	Trees / Who lives in trees? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Large Group
	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
	Beginning the Year / What are our rules? / Day 1	Choice Time
	Beginning the Year / When do things happen at school? / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Beginning the Year / When do things happen at school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 1	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 5	Choice Time
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
	Buildings / Celebrating Learning / Day 2	Choice Time
	Trees / Exploring the Topic / Day 5	Large Group
	Trees / Who lives in trees? / Day 2	Choice Time
	Trees / How do trees change? / Day 3	Large Group Roundup
	Trees / How do trees change? / Day 4	Choice Time
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Balls / What are balls made of? / Day 1	Large Group
Demonstrate self-direction while participating in a range of activities and routines.		
	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
	Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences
	Balls / Exploring the Topic / Day 0	Outdoor Experiences
	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group
	Beginning the Year / What names do we need to know at school? / Day 2	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Small Group
Ask questions to seek explanations about phenomena of interest.		
	Balls / Exploring the Topic / Day 1	Large Group

State Text	Investigation Day	Time of Day
	Balls / Exploring the Topic / Day 2	Choice Time
	Balls / What are balls made of? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Large Group
	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
	Beginning the Year / When do things happen at school? / Day 3	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Choice Time
	Buildings / Exploring the Topic / Day 5	Large Group
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Trees / Exploring the Topic / Day 5	Large Group
	Trees / Who lives in trees? / Day 2	Choice Time
	Trees / What food comes from trees? / Day 1	Choice Time
	Trees / What food comes from trees? / Day 2	Large Group Roundup
	Trees / Who takes care of trees? / Day 2	Large Group
	Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 5	Large Group
	Clothes / How do people make clothes? / Day 2	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 4	Large Group
	Balls / What are balls made of? / Day 1	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
Planning, Action and Reflection		
Develop, initiate and carry out simple plans to obtain a goal.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
	Balls / What makes balls move? / Day 0	Outdoor Experiences

State Text	Investigation Day	Time of Day
	Buildings / Exploring the Topic / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time
	Beginning the Year / When do things happen at school? / Day 2	Choice Time
	Beginning the Year / When do things happen at school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 3	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
	Buildings / What happens inside buildings? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Balls / What makes balls move? / Day 2	Choice Time
	Trees / How do trees change? / Day 1	Choice Time
	Clothes / Where do we get our clothes? / Day 3	Large Group
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	Balls / Exploring the Topic / Day 2	Read Aloud
	Balls / What are balls made of? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group
	Balls / What are balls made of? / Day 3	Read Aloud
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
	Balls / What are balls made of? / Day 4	Large Group

State Text	Investigation Day	Time of Day
	Balls / Exploring the Topic / Day 3	Large Group
	Balls / Celebrating Learning / Day 1	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
	Beginning the Year / What names do we need to know at school? / Day 2	Small Group
	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 4	Mighty Minutes
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
	Balls / Do all balls bounce? / Day 3	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group
	Buildings / What happens inside buildings? / Day 1	Read Aloud
	Buildings / What happens inside buildings? / Day 3	Large Group
	Buildings / Celebrating Learning / Day 2	Large Group
	Trees / Exploring the Topic / Day 3	Large Group
	Trees / Exploring the Topic / Day 4	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 4	Large Group Roundup
	Balls / Do all balls roll? / Day 3	Read Aloud
	Trees / Who lives in trees? / Day 3	Large Group Roundup
	Trees / What food comes from trees? / Day 1	Large Group
	Trees / What food comes from trees? / Day 4	Large Group Roundup

State Text	Investigation Day	Time of Day
	Trees / Who takes care of trees? / Day 1	Large Group
	Trees / Who takes care of trees? / Day 3	Read Aloud
	Trees / Who takes care of trees? / Day 4	Large Group
	Trees / How do trees change? / Day 3	Large Group
	Balls / Who uses balls? / Day 1	Large Group
	Trees / How do trees change? / Day 5	Large Group
	Trees / Celebrating Learning / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 3	Large Group
	Clothes / Exploring the Topic / Day 3	Choice Time
	Clothes / Exploring the Topic / Day 5	Large Group
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 1	Large Group
	Clothes / What are the features of clothes? / Day 3	Large Group
	Clothes / How do we take care of our clothes? / Day 1	Large Group
	Clothes / How do people make clothes? / Day 5	Large Group
	Clothes / How is cloth made? / Day 2	Choice Time
	Clothes / Where do we get our clothes? / Day 3	Large Group
	Clothes / What special clothes do people wear for work? / Day 3	Large Group
	Clothes / What special clothes do people wear for work? / Day 5	Large Group
	Clothes / What other special clothes do people wear? / Day 1	Choice Time
	Clothes / What other special clothes do people wear? / Day 2	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
Engagement and Persistence		
Attention		
Focus on an activity with deliberate concentration despite distractions.		
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time

State Text	Investigation Day	Time of Day
	Trees / What are the characteristics of the trees in our community? / Day 0	Outdoor Experiences
	Balls / Celebrating Learning / Day 1	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Small Group
	Beginning the Year / What names do we need to know at school? / Day 5	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
	Beginning the Year / What are our rules? / Day 1	Choice Time
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / When do things happen at school? / Day 2	Choice Time
	Beginning the Year / When do things happen at school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 3	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Choice Time
	Balls / Do all balls bounce? / Day 1	Choice Time
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Choice Time
	Balls / Do all balls bounce? / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Choice Time
	Balls / Do all balls bounce? / Day 3	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 2	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Choice Time
	Buildings / What is special about our building? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 1	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
	Trees / Who lives in trees? / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Trees / What food comes from trees? / Day 3	Choice Time
	Balls / What makes balls move? / Day 2	Choice Time
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 1	Choice Time
	Clothes / How do people make clothes? / Day 5	Choice Time
	Clothes / How is cloth made? / Day 1	Choice Time
	Balls / Who uses balls? / Day 4	Choice Time
	Clothes / How is cloth made? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 1	Choice Time
	Balls / Who uses balls? / Day 5	Choice Time
	Clothes / What special clothes do people wear for work? / Day 4	Choice Time
	Clothes / What other special clothes do people wear? / Day 3	Choice Time
	Balls / What are balls made of? / Day 1	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
Persistence		
Carry out tasks, activities, projects or experiences from beginning to end.		
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time
	Beginning the Year / What are our rules? / Day 1	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
	Buildings / What is special about our building? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 3	Choice Time
	Trees / What can we do with parts of trees? / Day 3	Choice Time
	Clothes / How is cloth made? / Day 2	Choice Time

State Text	Investigation Day	Time of Day
	Clothes / What special clothes do people wear for work? / Day 4	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
Focus on the task at hand even when frustrated or challenged.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time
	Beginning the Year / What are our rules? / Day 1	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
	Buildings / What is special about our building? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 2	Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 3	Choice Time
	Trees / What can we do with parts of trees? / Day 3	Choice Time
	Clothes / How is cloth made? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 4	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
Creativity		
Innovation and Invention		
Use imagination and creativity to interact with objects and materials.		
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
	Balls / What makes balls move? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Large Group

State Text	Investigation Day	Time of Day
	Beginning the Year / When do things happen at school? / Day 2	Choice Time
	Beginning the Year / When do things happen at school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 1	Choice Time
	Beginning the Year / Who works at our school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 4	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
	Balls / What makes balls move? / Day 2	Choice Time
	Trees / How do trees change? / Day 1	Choice Time
	Trees / Celebrating Learning / Day 1	Read Aloud
	Clothes / How do people make clothes? / Day 2	Large Group
	Clothes / Where do we get our clothes? / Day 3	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Small Group
Use creative and flexible thinking to solve problems.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group

State Text	Investigation Day	Time of Day
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group
	Balls / What makes balls move? / Day 0	Outdoor Experiences
	Buildings / Exploring the Topic / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Large Group
	Beginning the Year / When do things happen at school? / Day 2	Choice Time
	Beginning the Year / When do things happen at school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 1	Choice Time
	Beginning the Year / Who works at our school? / Day 3	Choice Time
	Beginning the Year / Who works at our school? / Day 4	Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
	Balls / What makes balls move? / Day 2	Choice Time
	Clothes / How do people make clothes? / Day 2	Large Group
	Clothes / Where do we get our clothes? / Day 3	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Small Group
Engage in inventive social play.	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
	Trees / How do trees change? / Day 0	Outdoor Experiences
	Beginning the Year / What are our rules? / Day 2	Choice Time
	Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
	Beginning the Year / Who works at our school? / Day 4	Large Group
	Buildings / Exploring the Topic / Day 4	Mighty Minutes

State Text	Investigation Day	Time of Day
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 4	Choice Time
	Buildings / What happens inside buildings? / Day 5	Choice Time
	Trees / Who lives in trees? / Day 4	Choice Time
	Balls / What makes balls move? / Day 1	Read Aloud
	Trees / Who lives in trees? / Day 5	Choice Time
	Trees / What food comes from trees? / Day 5	Choice Time
	Clothes / Exploring the Topic / Day 1	Choice Time
	Balls / Who uses balls? / Day 2	Large Group Roundup
	Clothes / How do we take care of our clothes? / Day 2	Large Group
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Clothes / What other special clothes do people wear? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Choice Time
Expression of Ideas and Feelings through the Arts		
Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.		
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
	Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 5	Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
	Buildings / Exploring the Topic / Day 2	Choice Time
	Buildings / Exploring the Topic / Day 3	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 4	Choice Time

State Text	Investigation Day	Time of Day
	Buildings / What are buildings made of? What makes them strong? / Day 3	Choice Time
	Trees / Exploring the Topic / Day 5	Choice Time
	Trees / Who lives in trees? / Day 5	Choice Time
	Trees / Who takes care of trees? / Day 3	Choice Time
	Trees / How do trees change? / Day 1	Choice Time
	Trees / How do trees change? / Day 2	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
Express interest in and show appreciation for the creative work of others.		
	Balls / What are balls made of? / Day 4	Choice Time
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Choice Time
	Buildings / Exploring the Topic / Day 2	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 3	Choice Time
	Buildings / What is special about our building? / Day 1	Choice Time
	Trees / Exploring the Topic / Day 5	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 1	Choice Time
	Trees / What food comes from trees? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 4	Choice Time
	Trees / Who takes care of trees? / Day 2	Choice Time
	Trees / Who takes care of trees? / Day 4	Choice Time
	Trees / How do trees change? / Day 1	Choice Time
	Trees / How do trees change? / Day 4	Choice Time
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time
	Clothes / How do people make clothes? / Day 1	Choice Time
	Clothes / How do people make clothes? / Day 5	Choice Time
	Clothes / What other special clothes do people wear? / Day 2	Choice Time
	Clothes / What other special clothes do people wear? / Day 3	Choice Time
	Balls / What are balls made of? / Day 1	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time

State Text	Mighty Minutes
Cognitive Skills	
Memory	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	MM18; MM23;
With modeling and support remember and use information for a variety of purposes.	MM06; MM11; MM18; MM23; MM46; MM61; MM94;
Recreate complex ideas, events/situations with personal adaptations.	
Symbolic Thought	
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	MM16; MM54;
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	MM34; MM39; MM67;
Reasoning and Problem-Solving	
Demonstrate ability to solve everyday problems based upon past experience.	MM21; MM22; MM31;
Solve problems by planning and carrying out a sequence of actions.	
Seek more than one solution to a question, problem or task.	
Explain reasoning for the solution selected.	
Mathematics	
Number Sense	
Number Sense and Counting	
Count to 20 by ones with increasing accuracy.	MM07; MM15; MM21; MM28; MM29; MM80; MM89; MM96;
Identify and name numerals 1-9.	MM04; MM07; MM15; MM96;
Identify without counting small quantities of up to 3 items. (Subitize)	MM05; MM07; MM15; MM21; MM29; MM51; MM53;
Demonstrate one-to-one correspondence when counting objects up to 10.	MM07; MM15; MM28;
Understand that the last number spoken tells the number of objects counted.	MM07; MM15; MM21; MM29;
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	MM51;
Number Relationships and Operations	
Number Relationships	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	MM15; MM29; MM42; MM51; MM53;
Algebra	

State Text	Mighty Minutes
Group and Categorize	
Sort and classify objects by one or more attributes (e.g., size, shape).	MM02; MM03; MM05; MM68; MM95;
Patterning	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	MM12; MM26; MM28; MM36; MM65;
Create patterns.	MM12; MM26; MM28; MM36; MM65;
Measurement and Data	
Describe and Compare Measureable Attributes	
Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).	MM49; MM75;
Order objects by measureable attribute (e.g., biggest to smallest, etc.).	
Measure length and volume (capacity) using non-standard or standard measurement tools.	
Data Analysis	
Collect data by categories to answer simple questions.	
Geometry	
Spatial Relationships	
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	MM19; MM62; MM65;
Identify and Describe Shapes	
Understand and use names of shapes when identifying objects.	MM20; MM32; MM33; MM52; MM97;
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	MM22; MM33; MM97;
Analyze, Compare and Create Shapes	
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	MM20; MM22; MM33; MM52; MM97;
Create shapes during play by building, drawing, etc.	MM20;
Combine simple shapes to form larger shapes.	
Social Studies	
History	
Historical Thinking and Skills	
Demonstrate an understanding of time in the context of daily experiences.	
Develop an awareness of his/her personal history.	

State Text	Mighty Minutes
Heritage	
Develop an awareness and appreciation of family cultural stories and traditions.	
Geography	
Spatial Thinking and Skills	
Demonstrate a beginning understanding of maps as actual representations of places.	
Human Systems	
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	
Government	
Civic Participation and Skills	
Understand that everyone has rights and responsibilities within a group.	
Demonstrate cooperative behaviors and fairness in social interactions.	MM12; MM52; MM99;
With modeling and support, negotiate to solve social conflicts with peers.	
With modeling and support, demonstrate an awareness of the outcomes of choices.	
Rules and Laws	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	
Economics	
Scarcity	
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	
Production and Consumption	
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	
With modeling and support, demonstrate responsible consumption and conservation of resources.	
Science	
Science Inquiry and Application	
Inquiry	
Explore objects, materials and events in the environment.	
Make careful observations.	
Pose questions about the physical and natural environment.	
Engage in simple investigations.	

State Text	Mighty Minutes
Describe, compare, sort, classify, and order.	MM02; MM03; MM68; MM95;
Record observations using words, pictures, charts, graphs, etc.	
Use simple tools to extend investigation.	
Identify patterns and relationships.	
Make predictions.	
Make inferences, generalizations and explanations based on evidence.	
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	
Earth and Space Science	
Explorations of the Natural World	
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	MM69; MM71;
Physical Science	
Explorations of Energy	
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	MM39; MM48; MM67;
With modeling and support, explore the position and motion of objects.	MM16; MM39; MM63; MM67;
With modeling and support, explore the properties and characteristics of sound and light.	MM66;
Life Science	
Explorations of Living Things	
With modeling and support, identify physical characteristics and simple behaviors of living things.	MM45; MM54; MM56;
With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	MM45;
With modeling and support, recognize similarities and differences between people and other living things.	
Listening and Speaking	

State Text	Mighty Minutes
Receptive Language and Comprehension	
Demonstrate understanding of increasingly complex concepts and longer sentences.	MM03; MM49; MM63; MM69; MM73; MM74; MM75; MM86;
Ask meaning of words.	
Follow two-step directions or requests.	MM04; MM13; MM25; MM52; MM86;
Expressive Language	
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	MM02; MM19; MM46; MM48; MM49; MM76;
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	MM19; MM46; MM48; MM76;
Describe familiar people, places, things and experiences.	MM19; MM46; MM48; MM76;
Use drawings or other visuals to add details to verbal descriptions.	
With modeling and support, use the conventions of standard English (Grammar):	
Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	
Form regular plural nouns orally by adding /s/ or /es/.	
Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).	MM76;
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with).	
Produce and expand complete sentences in shared language activities.	
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	MM19; MM49; MM76;
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	MM49;
Identify real-life connections between words and their use. (Vocabulary)	MM19; MM48; MM49; MM97;
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	MM49;
Social Communication	
With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	
With modeling and support, continue a conversation through multiple exchanges.	
Reading	
Reading Comprehension	
Ask and answer questions, and comment about characters and major events in familiar stories.	

State Text	Mighty Minutes
Retell or re-enact familiar stories.	
Identify characters and major events in a story.	
Demonstrate an understanding of the differences between fantasy and reality.	
With modeling and support, describe what part of the story the illustration depicts.	
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	
With modeling and support, identify the topic of an informational text that has been read aloud.	
With modeling and support, describe, categorize and compare and contrast information in informational text.	
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	
Actively engage in group reading with purpose and understanding.	
Fluency	
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	
Print Concepts	
Demonstrate an understanding of basic conventions of print in English and other languages.	
Orient books correctly for reading and turn pages one at a time.	
Demonstrate an understanding that print carries meaning.	MM47; MM69; MM87;
Phonological Awareness	
With modeling and support, recognize and produce rhyming words.	MM04; MM12; MM14; MM18; MM27; MM33; MM37; MM44; MM51; MM53; MM54; MM56; MM58; MM74; MM79; MM80; MM81; MM82; MM87; MM88; MM96;
With modeling and support recognize words in spoken sentences.	MM04; MM08; MM100; MM14; MM18; MM55; MM59; MM60;
With modeling and support identify, blend and segment syllables in spoken words.	MM04; MM100; MM40; MM50; MM55; MM59; MM60; MM95;
With modeling and support, orally blend and segment familiar compound words.	MM04; MM100; MM40; MM55; MM59; MM60; MM95;
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	MM50; MM55;

State Text	Mighty Minutes
With modeling and support identify initial and final sounds in spoken words.	MM14; MM18; MM27; MM50; MM95;
Letter and Word Recognition	
With modeling and support recognize and “read” familiar words or environmental print.	MM47;
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	MM09; MM32; MM47; MM57; MM77; MM83; MM84; MM92; MM98;
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	MM09; MM47; MM57; MM83; MM84; MM92; MM98;
With modeling and support, recognize the sounds associated with letters.	MM17; MM24; MM47; MM57; MM84;
Writing	
Writing Process	
Use a 3-finger grasp of dominant hand to hold a writing tool.	
Demonstrate an understanding of the structure and function of print.	MM47; MM87;
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	MM09; MM83;
With modeling and support, demonstrate letter formation in “writing.”	MM09;
With modeling and support show awareness that one letter or cluster of letters represents one word.	
Writing Application and Composition	
“Read” what he/she has written.	
With modeling and support, notice and sporadically use punctuation in writing.	MM47;
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	
With modeling and support, discuss and respond to questions from others about writing/drawing.	
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	
With modeling and support, explore a variety of digital tools to express ideas.	
Motor Development	
Large Muscle, Balance and Coordination	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	MM05; MM10; MM17; MM28; MM32; MM41; MM70; MM78;

State Text	Mighty Minutes
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	MM72;
Demonstrate spatial awareness in physical activity or movement.	MM05; MM10; MM32;
Small Muscle: Touch Grasp, Reach, Manipulate	
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	MM33; MM51; MM66;
Use classroom and household tools independently with eye-hand coordination to carry out activities.	
Oral-Motor	
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	MM27; MM43;
Sensory Motor	
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	MM31; MM86;
Physical Well-Being	
Body Awareness	
Identify and describe the function of body parts.	MM41;
Physical Activity	
Participate in structured and unstructured active physical play exhibiting strength and stamina.	MM05; MM10; MM17; MM28; MM32; MM41; MM60; MM72;
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	MM05; MM17;
Nutrition	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	
Distinguish nutritious from non-nutritious foods.	
Self-Help	
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	
Follow basic health practices.	
Safety Practices	
With modeling and support, identify and follow basic safety rules.	

State Text	Mighty Minutes
Identify ways adults help to keep us safe.	
With modeling and support, identify the consequences of unsafe behavior.	
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	
Self	
Awareness and Expression of Emotion	
Recognize and identify own emotions and the emotions of others.	
Communicate a range of emotions in socially accepted ways.	
Self-Concept	
Identify the diversity in human characteristics and how people are similar and different.	
Compare own characteristics to those of others.	
Self-Comforting	
Ohio has not content for this topic at this age.	
Self-Regulation	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	MM25; MM30; MM36; MM64;
Demonstrate the ability to delay gratification for short periods of time.	
With modeling and support, show awareness of the consequences for his/her actions.	
Sense of Competence	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	
Relationships	
Attachment	
Express affection for familiar adults.	
Seek security and support from familiar adults in anticipation of challenging situations.	
Separate from familiar adults in a familiar setting with minimal distress.	
Interactions with Adults	
Engage in extended, reciprocal conversations with familiar adults.	
Request and accept guidance from familiar adults.	
Peer Interactions and Relationships	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	MM34;

State Text	Mighty Minutes
Demonstrate socially competent behavior with peers.	MM78;
With modeling and support, negotiate to resolve social conflicts with peers.	
Empathy	
Express concern for the needs of others and people in distress.	
Show regard for the feelings of other living things.	
Initiative Topic:	
Initiative and Curiosity	
Seek new and varied experiences and challenges (take risks).	MM92;
Demonstrate self-direction while participating in a range of activities and routines.	MM41;
Ask questions to seek explanations about phenomena of interest.	
Planning, Action and Reflection	
Develop, initiate and carry out simple plans to obtain a goal.	
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	
Engagement and Persistence	
Attention	
Focus on an activity with deliberate concentration despite distractions.	MM31; MM86; MM88;
Persistence	
Carry out tasks, activities, projects or experiences from beginning to end.	
Focus on the task at hand even when frustrated or challenged.	MM21; MM22; MM31;
Creativity	
Innovation and Invention	
Use imagination and creativity to interact with objects and materials.	MM30; MM31;
Use creative and flexible thinking to solve problems.	MM31;
Engage in inventive social play.	MM34; MM39; MM46; MM67;
Expression of Ideas and Feelings through the Arts	
Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	
Express interest in and show appreciation for the creative work of others.	

State Text	Book Discussion Cards
Cognitive Skills	
Memory	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	
With modeling and support remember and use information for a variety of purposes.	
Recreate complex ideas, events/situations with personal adaptations.	
Symbolic Thought	
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	
Reasoning and Problem-Solving	
Demonstrate ability to solve everyday problems based upon past experience.	
Solve problems by planning and carrying out a sequence of actions.	
Seek more than one solution to a question, problem or task.	
Explain reasoning for the solution selected.	
Mathematics	
Number Sense	
Number Sense and Counting	
Count to 20 by ones with increasing accuracy.	
Identify and name numerals 1-9.	
Identify without counting small quantities of up to 3 items. (Subitize)	
Demonstrate one-to-one correspondence when counting objects up to 10.	
Understand that the last number spoken tells the number of objects counted.	
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	
Number Relationships and Operations	
Number Relationships	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	
Algebra	
Group and Categorize	
Sort and classify objects by one or more attributes (e.g., size, shape).	

State Text	Book Discussion Cards
Patterning	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	
Create patterns.	
Measurement and Data	
Describe and Compare Measureable Attributes	
Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).	
Order objects by measureable attribute (e.g., biggest to smallest, etc.).	
Measure length and volume (capacity) using non-standard or standard measurement tools.	
Data Analysis	
Collect data by categories to answer simple questions.	
Geometry	
Spatial Relationships	
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	
Identify and Describe Shapes	
Understand and use names of shapes when identifying objects.	
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	
Analyze, Compare and Create Shapes	
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	
Create shapes during play by building, drawing, etc.	
Combine simple shapes to form larger shapes.	
Social Studies	
History	
Historical Thinking and Skills	
Demonstrate an understanding of time in the context of daily experiences.	BDC09;
Develop an awareness of his/her personal history.	
Heritage	
Develop an awareness and appreciation of family cultural stories and traditions.	BDC06; BDC08; BDC14; BDC18;

State Text	Book Discussion Cards
Geography	
Spatial Thinking and Skills	
Demonstrate a beginning understanding of maps as actual representations of places.	
Human Systems	
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	BDC06; BDC08; BDC14; BDC18;
Government	
Civic Participation and Skills	
Understand that everyone has rights and responsibilities within a group.	
Demonstrate cooperative behaviors and fairness in social interactions.	
With modeling and support, negotiate to solve social conflicts with peers.	
With modeling and support, demonstrate an awareness of the outcomes of choices.	BDC15;
Rules and Laws	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	BDC15;
Economics	
Scarcity	
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	BDC06; BDC08; BDC14; BDC18; BDC19; BDC20;
Production and Consumption	
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	BDC08; BDC14;
With modeling and support, demonstrate responsible consumption and conservation of resources.	BDC08; BDC14;
Science	
Science Inquiry and Application	
Inquiry	
Explore objects, materials and events in the environment.	
Make careful observations.	
Pose questions about the physical and natural environment.	
Engage in simple investigations.	
Describe, compare, sort, classify, and order.	
Record observations using words, pictures, charts, graphs, etc.	

State Text	Book Discussion Cards
Use simple tools to extend investigation.	
Identify patterns and relationships.	
Make predictions.	
Make inferences, generalizations and explanations based on evidence.	
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	
Earth and Space Science	
Explorations of the Natural World	
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	BDC09; BDC15;
Physical Science	
Explorations of Energy	
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	BDC07;
With modeling and support, explore the position and motion of objects.	
With modeling and support, explore the properties and characteristics of sound and light.	BDC07;
Life Science	
Explorations of Living Things	
With modeling and support, identify physical characteristics and simple behaviors of living things.	BDC09; BDC22;
With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	BDC09; BDC15; BDC22;
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	BDC09; BDC15;
With modeling and support, recognize similarities and differences between people and other living things.	BDC09; BDC15;
Listening and Speaking	
Receptive Language and Comprehension	
Demonstrate understanding of increasingly complex concepts and longer sentences.	

State Text	Book Discussion Cards
Ask meaning of words.	
Follow two-step directions or requests.	
Expressive Language	
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	
Describe familiar people, places, things and experiences.	
Use drawings or other visuals to add details to verbal descriptions.	
With modeling and support, use the conventions of standard English (Grammar):	
Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	
Form regular plural nouns orally by adding /s/ or /es/.	
Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).	
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with).	
Produce and expand complete sentences in shared language activities.	
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	
Identify real-life connections between words and their use. (Vocabulary)	
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	
Social Communication	
With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	
With modeling and support, continue a conversation through multiple exchanges.	
Reading	
Reading Comprehension	
	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22;
Ask and answer questions, and comment about characters and major events in familiar stories.	BDC23; BDC24;
Retell or re-enact familiar stories.	BDC04; BDC05;

State Text	Book Discussion Cards
Identify characters and major events in a story.	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
Demonstrate an understanding of the differences between fantasy and reality.	
With modeling and support, describe what part of the story the illustration depicts.	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	
With modeling and support, identify the topic of an informational text that has been read aloud.	BDC06; BDC07; BDC09; BDC10; BDC11; BDC12; BDC13;
With modeling and support, describe, categorize and compare and contrast information in informational text.	BDC09;
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	BDC05; BDC07; BDC08; BDC13; BDC16; BDC21; BDC24;
Actively engage in group reading with purpose and understanding.	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
Fluency	
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	
Print Concepts	
Demonstrate an understanding of basic conventions of print in English and other languages.	
Orient books correctly for reading and turn pages one at a time.	
Demonstrate an understanding that print carries meaning.	
Phonological Awareness	

State Text	Book Discussion Cards
With modeling and support, recognize and produce rhyming words.	
With modeling and support recognize words in spoken sentences.	
With modeling and support identify, blend and segment syllables in spoken words.	
With modeling and support, orally blend and segment familiar compound words.	
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	
With modeling and support identify initial and final sounds in spoken words.	
Letter and Word Recognition	
With modeling and support recognize and “read” familiar words or environmental print.	
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	
With modeling and support, recognize the sounds associated with letters.	
Writing	
Writing Process	
Use a 3-finger grasp of dominant hand to hold a writing tool.	
Demonstrate an understanding of the structure and function of print.	
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	
With modeling and support, demonstrate letter formation in “writing.”	
With modeling and support show awareness that one letter or cluster of letters represents one word.	
Writing Application and Composition	
“Read” what he/she has written.	
With modeling and support, notice and sporadically use punctuation in writing.	
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest.	
(Composition)	
With modeling and support, discuss and respond to questions from others about writing/drawing.	
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	

State Text	Book Discussion Cards
With modeling and support, explore a variety of digital tools to express ideas.	
Motor Development	
Large Muscle, Balance and Coordination	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	
Demonstrate spatial awareness in physical activity or movement.	
Small Muscle: Touch Grasp, Reach, Manipulate	
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	
Use classroom and household tools independently with eye-hand coordination to carry out activities.	
Oral-Motor	
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	
Sensory Motor	
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	
Physical Well-Being	
Body Awareness	
Identify and describe the function of body parts.	
Physical Activity	
Participate in structured and unstructured active physical play exhibiting strength and stamina.	
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	
Nutrition	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	
Distinguish nutritious from non-nutritious foods.	
Self-Help	

State Text	Book Discussion Cards
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	
Follow basic health practices.	
Safety Practices	
With modeling and support, identify and follow basic safety rules.	BDC15;
Identify ways adults help to keep us safe.	BDC15;
With modeling and support, identify the consequences of unsafe behavior.	BDC15;
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	
Self	
Awareness and Expression of Emotion	
Recognize and identify own emotions and the emotions of others.	BDC06; BDC08; BDC11; BDC14; BDC16; BDC18; BDC19; BDC20;
Communicate a range of emotions in socially accepted ways.	
Self-Concept	
Identify the diversity in human characteristics and how people are similar and different.	BDC06; BDC08; BDC14; BDC20;
Compare own characteristics to those of others.	BDC06; BDC08; BDC11; BDC14; BDC16; BDC19; BDC20;
Self-Comforting	
Ohio has not content for this topic at this age.	
Self-Regulation	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	
Demonstrate the ability to delay gratification for short periods of time.	
With modeling and support, show awareness of the consequences for his/her actions.	
Sense of Competence	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	
Relationships	
Attachment	
Express affection for familiar adults.	
Seek security and support from familiar adults in anticipation of challenging situations.	
Separate from familiar adults in a familiar setting with minimal distress.	

State Text	Book Discussion Cards
Interactions with Adults	
Engage in extended, reciprocal conversations with familiar adults.	
Request and accept guidance from familiar adults.	
Peer Interactions and Relationships	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	
Demonstrate socially competent behavior with peers.	
With modeling and support, negotiate to resolve social conflicts with peers.	
Empathy	
Express concern for the needs of others and people in distress.	BDC08; BDC13;
Show regard for the feelings of other living things.	BDC08; BDC13;
Initiative Topic:	
Initiative and Curiosity	
Seek new and varied experiences and challenges (take risks).	
Demonstrate self-direction while participating in a range of activities and routines.	
Ask questions to seek explanations about phenomena of interest.	
Planning, Action and Reflection	
Develop, initiate and carry out simple plans to obtain a goal.	
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	
Engagement and Persistence	
Attention	
Focus on an activity with deliberate concentration despite distractions.	
Persistence	
Carry out tasks, activities, projects or experiences from beginning to end.	
Focus on the task at hand even when frustrated or challenged.	
Creativity	
Innovation and Invention	
Use imagination and creativity to interact with objects and materials.	
Use creative and flexible thinking to solve problems.	
Engage in inventive social play.	
Expression of Ideas and Feelings through the Arts	
Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	

State Text	Book Discussion Cards
Express interest in and show appreciation for the creative work of others.	

State Text	Intentional Teaching Cards
Cognitive Skills	
Memory	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	LL53; M60; P30; P31;
With modeling and support remember and use information for a variety of purposes.	LL08; LL18; LL33; LL59; M60; SE02;
Recreate complex ideas, events/situations with personal adaptations.	M16; M19; M26; M32; M36; M47;
Symbolic Thought	
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	LL39; LL45; LL58; M50;
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	LL06; M36;
Reasoning and Problem-Solving	
Demonstrate ability to solve everyday problems based upon past experience.	LL26; LL29; LL48; LL61; M21; M23; P02; P11; P15; P16; P24; P28; SE18;
Solve problems by planning and carrying out a sequence of actions.	M12; M16; M17; M19; M21; M22; M26; M59;
Seek more than one solution to a question, problem or task.	LL63; M12; M16; M17; M21; M22; M26; M59;
Explain reasoning for the solution selected.	M16; M17; M19; M22; M26; M59;
Mathematics	
Number Sense	
Number Sense and Counting	
Count to 20 by ones with increasing accuracy.	LL35; M01; M02; M03; M04; M11; M13; M16; M17; M18; M37; M39; M61; M63; M66; M67; M68; M77; M78; M79;
Identify and name numerals 1-9.	LL24; LL35; LL36; LL49; LL51; M04; M11; M13; M37; M41; M63; M66; M78; M79;
Identify without counting small quantities of up to 3 items. (Subitize)	M01; M02; M04; M05; M06; M11; M13; M16; M19; M22; M39; M61; M78;
Demonstrate one-to-one correspondence when counting objects up to 10.	M02; M04; M11; M37; M39;
Understand that the last number spoken tells the number of objects counted.	LL35; M01; M02; M03; M04; M06; M11; M13; M16; M17; M18; M37; M39; M61; M63; M66; M67; M68; M77; M78;
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	M01; M02; M04; M05; M06; M11; M13; M16; M19; M22; M39; M59; M61; M63;

State Text	Intentional Teaching Cards
Number Relationships and Operations	
Number Relationships	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	M01; M04; M05; M06; M11; M13; M16; M19; M22; M39; M59; M61; M63; M79;
Algebra	
Group and Categorize	
Sort and classify objects by one or more attributes (e.g., size, shape).	LL28; M02; M03; M05; M11; M25; M31; M48; M58;
Patterning	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	M14; M35; M38; M40; M45; P02;
Create patterns.	M14; M35; M38; M40; P02;
Measurement and Data	
Describe and Compare Measureable Attributes	
Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).	LL36; LL38; M02; M05; M06; M07; M09; M10; M12; M15; M18; M19; M24; M25; M26; M27; M28; M29; M31; M32; M33; M34; M39; M44; M46; M48; M49; M57; M58; M59; M60; M62; M66; M69; M73;
Order objects by measureable attribute (e.g., biggest to smallest, etc.).	M09; M10; M12; M15; M26; M44; M49; M53; M54; M57; M62; M66; M69; M71; M76;
Measure length and volume (capacity) using non-standard or standard measurement tools.	LL24; LL36; LL38; M07; M08; M09; M10; M12; M15; M24; M26; M27; M28; M29; M32; M33; M43; M52; M53; M54; M57; M62; M64; M65; M66; M69; M70; M71; M72; M73; M74; M75; M76; P03;
Data Analysis	
Collect data by categories to answer simple questions.	LL63; M18; M32; M49;
Geometry	
Spatial Relationships	
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	M01; M23; M36; M51; M55; M56;

State Text	Intentional Teaching Cards
Identify and Describe Shapes	
Understand and use names of shapes when identifying objects.	M20; M21; M23; M30; M42; M47; M50; M58; M61;
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	M20; M30; M42; M47; M61;
Analyze, Compare and Create Shapes	
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	M20; M21; M23; M30; M42; M47; M50; M58; M61;
Create shapes during play by building, drawing, etc.	M21; M42; M47; M50; M58;
Combine simple shapes to form larger shapes.	M21; M23; M42; M47; M58;
Social Studies	
History	
Historical Thinking and Skills	
Demonstrate an understanding of time in the context of daily experiences.	
Develop an awareness of his/her personal history.	
Heritage	
Develop an awareness and appreciation of family cultural stories and traditions.	
Geography	
Spatial Thinking and Skills	
Demonstrate a beginning understanding of maps as actual representations of places.	
Human Systems	
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	
Government	
Civic Participation and Skills	
Understand that everyone has rights and responsibilities within a group.	SE02; SE08; SE09; SE11; SE12; SE20; SE26;
Demonstrate cooperative behaviors and fairness in social interactions.	LL05; LL11; LL18; LL21; LL44; LL47; LL52; LL56; M30; M34; M35; M37; M50; M77; P22; SE01; SE02; SE08; SE11; SE20; SE21; SE25; SE26;
With modeling and support, negotiate to solve social conflicts with peers.	SE08; SE13; SE17; SE24;
With modeling and support, demonstrate an awareness of the outcomes of choices.	SE01; SE08; SE09; SE15; SE16; SE17; SE20; SE22; SE23;

State Text	Intentional Teaching Cards
Rules and Laws	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	SE01; SE08; SE09; SE11;
Economics	
Scarcity	
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	
Production and Consumption	
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	
With modeling and support, demonstrate responsible consumption and conservation of resources.	
Science	
Science Inquiry and Application	
Inquiry	
Explore objects, materials and events in the environment.	LL26; LL58; LL61; LL63; M21; M26; M30; M44; M47; P30; P31; SE18;
Make careful observations.	LL45; LL63; M07; M18; M32; M49;
Pose questions about the physical and natural environment.	LL45; LL63; M07; M18; M49;
Engage in simple investigations.	M07; M18; M32; M49;
Describe, compare, sort, classify, and order.	LL28; M02; M03; M05; M11; M20; M25; M31; M48; M58;
Record observations using words, pictures, charts, graphs, etc.	LL63; M07; M18; M32; M49;
Use simple tools to extend investigation.	LL07; LL21; M49;
Identify patterns and relationships.	M18;
Make predictions.	M07; M18; M32; M49;
Make inferences, generalizations and explanations based on evidence.	M07; M18; M32; M49;
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	M07; M18; M32; M49;
Earth and Space Science	
Explorations of the Natural World	
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	LL38; M72;

State Text	Intentional Teaching Cards
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	
Physical Science	
Explorations of Energy	
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	LL15; LL38; LL45; M03; M07; M18; M24; M49; M52; M66; M72; M76;
With modeling and support, explore the position and motion of objects.	M18; M26; P04; P05; P19; P25;
With modeling and support, explore the properties and characteristics of sound and light.	
Life Science	
Explorations of Living Things	
With modeling and support, identify physical characteristics and simple behaviors of living things.	
With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	
With modeling and support, recognize similarities and differences between people and other living things.	
Listening and Speaking	
Receptive Language and Comprehension	
Demonstrate understanding of increasingly complex concepts and longer sentences.	LL01; LL09; LL11; LL43; LL53; LL59; M31; M40; M46; M51; M55; SE01;
Ask meaning of words.	LL01; LL09; LL10; LL11; LL12; LL14; LL43; LL53; LL59;
Follow two-step directions or requests.	LL35; LL37; LL51; LL55; LL59; M09; M40; M51; M56; P01; P05; P06; P07; P09; P13; P22; P27; P28; P33;
Expressive Language	
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	LL01; LL02; LL08; LL15; LL18; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M42; M46; M51; M55; M70; SE06; SE10;

State Text	Intentional Teaching Cards
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	LL01; LL08; LL12; LL15; LL16; LL18; LL19; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL51; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M46; M51; M70; SE04;
Describe familiar people, places, things and experiences.	LL01; LL08; LL15; LL18; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL53; LL54; LL60; LL61; M25; M70;
Use drawings or other visuals to add details to verbal descriptions.	LL39; LL45; LL58;
With modeling and support, use the conventions of standard English (Grammar):	
Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	LL01; LL08; LL16; LL27; LL46; LL54; LL60;
Form regular plural nouns orally by adding /s/ or /es/.	LL01; LL27; LL46; LL60;
Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).	LL01; LL15; LL18; LL32; LL43; LL45; LL49; LL53; LL54; M20;
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with).	LL27; LL46; LL54; LL60;
Produce and expand complete sentences in shared language activities.	LL01; LL08; LL16; LL19; LL27; LL46; LL54; LL60;
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	LL01; LL08; LL15; LL18; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; M20; M25; M31; M55; M70;
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	LL01; LL08; LL15; LL18; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; M25; M55;
Identify real-life connections between words and their use. (Vocabulary)	LL01; LL08; LL15; LL18; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M51; M55; M70;
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	LL01; LL08; LL15; LL18; LL27; LL32; LL37; LL43; LL45; LL46; LL53; LL54; LL60; LL61; M20; M25; M35;
Social Communication	
With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	LL02; SE10;
With modeling and support, continue a conversation through multiple exchanges.	LL02; M42; SE06; SE10;
Reading	
Reading Comprehension	

State Text	Intentional Teaching Cards
Ask and answer questions, and comment about characters and major events in familiar stories.	LL09; LL62;
Retell or re-enact familiar stories.	LL06; LL09; LL33; LL62;
Identify characters and major events in a story.	LL06; LL09; LL33; LL62;
Demonstrate an understanding of the differences between fantasy and reality.	LL04; LL20;
With modeling and support, describe what part of the story the illustration depicts.	LL09; LL62;
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	LL02; LL04;
With modeling and support, identify the topic of an informational text that has been read aloud.	
With modeling and support, describe, categorize and compare and contrast information in informational text.	
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	LL62;
Actively engage in group reading with purpose and understanding.	LL09; LL62;
Fluency	
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	
Print Concepts	
Demonstrate an understanding of basic conventions of print in English and other languages.	LL02; LL04; LL20;
Orient books correctly for reading and turn pages one at a time.	LL02; LL04; LL20;
Demonstrate an understanding that print carries meaning.	LL01; LL02; LL04; LL10; LL16; LL19; LL20; LL22; LL23; LL24; LL25; LL30; LL31; LL35; LL36; LL37; LL38; LL46; LL49; LL51; LL54; M08; M27; M28; M29; M33; M43; M52; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M72; M73; M74; M75; M76;
Phonological Awareness	
With modeling and support, recognize and produce rhyming words.	LL10; LL11; LL14; LL44;
With modeling and support recognize words in spoken sentences.	LL52;
With modeling and support identify, blend and segment syllables in spoken words.	LL52;
With modeling and support, orally blend and segment familiar compound words.	LL52;

State Text	Intentional Teaching Cards
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	LL52;
With modeling and support identify initial and final sounds in spoken words.	LL52;
Letter and Word Recognition	
With modeling and support recognize and “read” familiar words or environmental print.	LL01; LL02; LL04; LL10; LL16; LL19; LL20; LL22; LL23; LL24; LL25; LL30; LL31; LL35; LL36; LL37; LL38; LL46; LL49; LL51; LL54; M08; M27; M28; M29; M33; M43; M52; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M72; M73; M74; M75; M76;
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	LL02; LL03; LL05; LL07; LL13; LL15; LL17; LL20; LL21; LL22; LL23; LL24; LL26; LL28; LL29; LL30; LL31; LL34; LL36; LL38; LL40; LL41; LL42; LL47; LL48; LL50; LL56;
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	LL02; LL03; LL05; LL07; LL13; LL15; LL17; LL20; LL21; LL22; LL23; LL24; LL26; LL28; LL29; LL30; LL31; LL34; LL38; LL40; LL41; LL42; LL47; LL48; LL50; LL56;
With modeling and support, recognize the sounds associated with letters.	LL02; LL03; LL07; LL13; LL15; LL20; LL21; LL23; LL26; LL28; LL29; LL30; LL31; LL40; LL47; LL48; LL50;
Writing	
Writing Process	
Use a 3-finger grasp of dominant hand to hold a writing tool.	LL32; LL39; P32;
Demonstrate an understanding of the structure and function of print.	LL02; LL04; LL10; LL16; LL19; LL20; LL22; LL23; LL24; LL25; LL30; LL31; LL35; LL36; LL37; LL38; LL46; LL49; LL51; LL54; M08; M27; M28; M29; M33; M43; M52; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M72; M73; M74; M75; M76;
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	LL13; LL39; LL40; LL42; LL45; LL58;
With modeling and support, demonstrate letter formation in “writing.”	LL04; LL13; LL32; LL39; LL40; LL45; LL57; LL58; LL59; LL60; LL63; P32; SE21;

State Text	Intentional Teaching Cards
With modeling and support show awareness that one letter or cluster of letters represents one word.	LL04; LL13; LL25; LL27; LL32; LL39; LL40; LL45; LL57; LL58; LL59; LL60; LL63; M17; SE19; SE21;
Writing Application and Composition	
"Read" what he/she has written.	LL39; LL45; LL58;
With modeling and support, notice and sporadically use punctuation in writing.	LL01; LL02; LL04; LL46; M53; M67;
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	LL04; LL27; LL32; LL39; LL40; LL45; LL57; LL58; LL59; LL60; LL63; P32; SE19; SE21;
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	LL04; LL27; LL32; LL39; LL40; LL45; LL57; LL58; LL59; LL60; LL63; P32; SE21;
With modeling and support, discuss and respond to questions from others about writing/drawing.	LL04; LL27; LL32; LL39; LL40; LL45; LL57; LL58; LL59; LL60; LL63; SE19; SE21;
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	LL26; LL60; P31;
With modeling and support, explore a variety of digital tools to express ideas.	LL02; LL26;
Motor Development	
Large Muscle, Balance and Coordination	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	LL17; P10; P11; P12; P14; P16; P17; P21; P22; P23; P24; P27; P29; P33;
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	M56; P04; P05; P06; P07; P09; P13; P14; P15; P18; P19; P24; P25; P26; P28;
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	P24;
Demonstrate spatial awareness in physical activity or movement.	LL17; P12; P14; P22; P23; P27; P29; P33;
Small Muscle: Touch Grasp, Reach, Manipulate	
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	LL03; LL07; LL13; LL24; LL35; LL36; LL37; M14; M15; M28; M41; M57; M69; M70; M73; M79; P01; P02; P03; P08; P12; P30; P31;
Use classroom and household tools independently with eye-hand coordination to carry out activities.	LL24; LL35; LL36; LL37; M15; M28; M57; M69; M70; M73; M79; P01; P03; P08; P12; P30; P31;
Oral-Motor	

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Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	LL12; LL16; LL19; LL43;
Sensory Motor	
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	LL05; LL14; LL16; LL26; LL29; LL33; LL34; LL44; LL48; LL57; LL61; M14; M21; M23; M30; M48; SE15; SE18;
Physical Well-Being	
Body Awareness	
Identify and describe the function of body parts.	
Physical Activity	
Participate in structured and unstructured active physical play exhibiting strength and stamina.	LL17; P04; P05; P06; P07; P10; P11; P12; P13; P14; P15; P16; P17; P18; P19; P20; P21; P22; P23; P24; P25; P26; P27; P28; P29; P33;
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	P04; P05; P06; P07; P10; P11; P12; P13; P14; P15; P16; P17; P18; P19; P20; P21; P22; P23; P24; P25; P26; P27; P28; P29; P33;
Nutrition	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	LL24; LL25; LL35; LL36; LL37; LL38; LL49; M01; M10; M24; M27; M53; M57; M64; M67; M68; M69; M71; M72; M74;
Distinguish nutritious from non-nutritious foods.	LL24; LL25; LL35; LL36; LL37; LL38; LL49; M01; M10; M24; M27; M53; M57; M64; M67; M68; M69; M71; M72; M74;
Self-Help	
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	LL35; LL36; LL37; LL38; M10; M27; M33; M53; M54; M67; M68; M74; P03;
Follow basic health practices.	LL24; LL25; LL35; LL36; LL37; LL38; LL49; M10; M24; M27; M53; M57; M64; M67; M68; M69; M71; M72; M74;
Safety Practices	
With modeling and support, identify and follow basic safety rules.	M43; P01; P04; P08; P25; SE09;
Identify ways adults help to keep us safe.	SE09;
With modeling and support, identify the consequences of unsafe behavior.	M43; P04; SE09; SE22;

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With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	SE09;
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	SE09;
Self	
Awareness and Expression of Emotion	
Recognize and identify own emotions and the emotions of others.	
Communicate a range of emotions in socially accepted ways.	M77; SE01; SE03; SE04; SE05; SE06; SE07; SE13; SE14; SE17; SE19; SE26;
Self-Concept	
Identify the diversity in human characteristics and how people are similar and different.	
Compare own characteristics to those of others.	LL41;
Self-Comforting	
Ohio has no content for this topic at this age.	
Self-Regulation	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	LL08; LL12; LL21; LL25; LL29; LL34; LL42; LL50; LL56; P08; SE01; SE03; SE04; SE05; SE06; SE07; SE11; SE13; SE14; SE16; SE17; SE20; SE22; SE26;
Demonstrate the ability to delay gratification for short periods of time.	SE03; SE04;
With modeling and support, show awareness of the consequences for his/her actions.	LL08; LL25; SE01; SE08; SE09; SE16; SE20; SE22; SE23;
Sense of Competence	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	LL25; LL41; LL42; SE12; SE15; SE18; SE20; SE26;
Relationships	
Attachment	
Express affection for familiar adults.	
Seek security and support from familiar adults in anticipation of challenging situations.	SE02; SE04; SE07; SE17;
Separate from familiar adults in a familiar setting with minimal distress.	SE02; SE07;
Interactions with Adults	
Engage in extended, reciprocal conversations with familiar adults.	LL43; M14; SE04; SE08;
Request and accept guidance from familiar adults.	LL43; M14; SE02; SE04; SE07; SE08; SE13; SE16; SE17; SE24;

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Peer Interactions and Relationships	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	LL06; M36; SE14;
Demonstrate socially competent behavior with peers.	LL12; M11; M77; SE02; SE08; SE10; SE11; SE14; SE17; SE19; SE21; SE24; SE25; SE26;
With modeling and support, negotiate to resolve social conflicts with peers.	SE03; SE08; SE13; SE17; SE24;
Empathy	
Express concern for the needs of others and people in distress.	SE05; SE06; SE13; SE14; SE17;
Show regard for the feelings of other living things.	SE05;
Initiative Topic:	
Initiative and Curiosity	
Seek new and varied experiences and challenges (take risks).	LL26; LL58; LL61; LL63; M21; M26; M30; M44; M47; P16; P30; P31; SE18;
Demonstrate self-direction while participating in a range of activities and routines.	LL25; LL42; P04; P05; P06; P07; P10; P11; P12; P14; P15; P16; P17; P18; P19; P22; P23; P24; P25; P26; P27; P28; P29; P33; SE12; SE15; SE18; SE26;
Ask questions to seek explanations about phenomena of interest.	LL26; LL58; LL63; M26; M44; M47; P30; P31;
Planning, Action and Reflection	
Develop, initiate and carry out simple plans to obtain a goal.	LL58; LL63; M21; M26; M32; M44;
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	M60; P01; P30; P31;
Engagement and Persistence	
Attention	
Focus on an activity with deliberate concentration despite distractions.	LL05; LL14; LL16; LL19; LL26; LL29; LL33; LL34; LL44; LL48; LL57; LL61; M14; M21; M23; M30; M48; SE18;
Persistence	
Carry out tasks, activities, projects or experiences from beginning to end.	LL26; LL29; LL48; LL61; M21; M23; P02; P06; P08; P09; P11; P15; P18; P24; P28; SE15; SE18;

State Text	Intentional Teaching Cards
Focus on the task at hand even when frustrated or challenged.	LL16; LL26; LL29; M21; M23; P02; P06; P07; P08; P15; P16; P17; P21; P24; P28; SE18;
Creativity	
Innovation and Invention	
Use imagination and creativity to interact with objects and materials.	LL58; LL61; M12; M16; M17; M21; M26; M32; M36; M42; M44; M47;
Use creative and flexible thinking to solve problems.	LL58; M12; M16; M17; M19; M21; M26; M32; M36; M42; M44; M47;
Engage in inventive social play.	M36;
Expression of Ideas and Feelings through the Arts	
Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	LL39; LL45; LL58;
Express interest in and show appreciation for the creative work of others.	LL57; P30; P31;