

Alignment of

# The Creative Curriculum<sup>®</sup> for Preschool



WITH

### Alignment of The Creative Curriculum<sup>®</sup> for Preschool

With

#### Rhode Island's Early Learning and Development Standards

This document aligns the content in the *Rhode Island's Early Learning and Development Standards* with the goals and ideals of *The Creative Curriculum*<sup>®</sup> for *Preschool*. *The Creative Curriculum*<sup>®</sup> for *Preschool* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

#### References

Rhode Island Department of Education and the Executive Office of Health and Human Services. (2011). *Rhode Island's Early Learning and Development Standards*. Providence, RI: Author. Retrieved April 18, 2013 from <a href="http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/ELDS/2013\_Early\_Learning\_and\_Development\_Standards.pdf">http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/ELDS/2013\_Early\_Learning\_and\_Development\_Standards.pdf</a>

Teaching Strategies, LLC. (2010). The Creative Curriculum® for preschool. Washington, DC: Author.

Alignment © 2013 Teaching Strategies, LLC, www.TeachingStrategies.com

## **Contents**

Teaching Guides	1	<b>Intentional Teaching Cards</b>	300
Language Development	1	Language Development	300
Literacy	41	Literacy	302
Mathematics	103	Mathematics	305
Science	123	Science	309
Social Studies	141	Social Studies	310
Physical Health and Motor Development	163	Physical Health and Motor Development	312
Social and Emotional Development	173	Social and Emotional Development	314
Creative Arts	211	Creative Arts	318
Cognitive Development	228	Cognitive Development	318
Mighty Minutes	282	Book Discussion Cards	322
Trigity minutes	202	Dook Discussion Carus	522
Language Development	282	Language Development	322
Literacy	283	Literacy	325
Mathematics	286	Mathematics	329
Science	289	Science	331
Social Studies	290	Social Studies	333
Physical Health and Motor Development	291	Physical Health and Motor Development	334
Social and Emotional Development	294	Social and Emotional Development	336
Creative Arts	296	Creative Arts	338
Cognitive Development	297	Cognitive Development	339

#	State Text	Teaching Guides	Time of Day
	Language Development		
	48 Months		
LD 1	Receptive Language		
LD 1.a	Young children attend to, understand, and respond to increasingly complex language.		
	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge	Balls / What are balls made of? / Day 2	Read Aloud
	Kilowiedge	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Reduce, Reuse, Recycle / How can we rease Junx: / Day 4	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 1	Large Group
		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 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Large Group Roundup
		Balls / Celebrating Learning / Day 2	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 4	Mighty Minutes
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		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 2	Read Aloud
		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	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 5	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud

# State Text	Teaching Guides	Time of Day
	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 / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group
	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	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 5	Read Aloud
	Buildings / What happens inside buildings? / Day 1	Large Group
	Buildings / What happens inside buildings? / Day 1	Read Aloud
	Buildings / Celebrating Learning / Day 2	Large Group
	Trees / Exploring the Topic / Day 4	Large Group
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group
	Balls / Do all balls roll? / Day 3	Read Aloud
	Trees / Who lives in trees? / Day 3	Large Group Roundup
	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 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 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
	Trees / How do trees change? / Day 3	Read Aloud
	Balls / Who uses balls? / Day 1	Large Group
	Trees / Celebrating Learning / Day 1	Large Group Roundup
	Trees / Celebrating Learning / Day 2	Choice Time
	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 / What are the features of clothes? / Day 1	Large Group
	Clothes / What are the features of clothes? / Day 1	Read Aloud
	Clothes / What are the features of clothes? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Large Group
	Clothes / What are the features of clothes? / Day 3	Choice Time
	Clothes / What are the features of clothes? / Day 3	Read Aloud
	Clothes / How do we take care of our clothes? / Day 1	Large Group
		~ '

# State Text	Teaching Guides	Time of Day
	Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	Clothes / How do we take care of our clothes? / Day 4	Choice Time
	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	Choice Time
	Clothes / How is cloth made? / Day 3	Large Group
	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 3	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
	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
	Clothes / What other special clothes do people wear? / Day 2	Read Aloud
	Clothes / What other special clothes do people wear? / Day 3	Read Aloud
	Clothes / Celebrating Learning / Day 1	Read Aloud
	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
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Read Aloud
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
Demonstrate an understandi of conversations by respond	ing	
to questions and prompts	Beginning the Year / What are our rules? / Day 1	Choice Time
	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 / 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 4	Choice Time
	Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
	Trees / Exploring the Topic / Day 1	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 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	Teaching Guides	Time of Day
		Trees / Who lives in trees? / Day 5	Small Group
		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
		Clothes / How do we take care of our clothes? / Day 3	Large Group
		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
	Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)	Beginning the Year / What are our rules? / Day 1	Choice Time
	(conversations and texts)	Beginning the Year / What are our rules? / Day 1	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 / What sounds do we hear at school? / Day 2 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 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 2 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 / Exploring the Topic / Day 1 Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup 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
		Trees / Who lives in trees? / Day 5	Small Group
		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
		Clothes / How do we take care of our clothes? / Day 3	Large Group
		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

state Text	Teaching Guides	Time of Day
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group
Distinguish between real and		
made-up words		
Understand increasingly longer		
and complex sentences,		
including sentences with two or		
more phrases or ideas	Beginning the Year / What are our rules? / Day 1	Choice Time
	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 / 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	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 / Exploring the Topic / Day 1	Large Group Round
	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
	Trees / Who lives in trees? / Day 5	Small Group
	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 Round
	Clothes / How do we take care of our clothes? / Day 3	Large Group
	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
Follow directions that involve multiple steps (e.g., "Please,		
would you get the sponge,		
dampen it with water, and clean		
your table top?")	Clothes / How is cloth made? / Day 0	Outdoor Experience
,	Buildings / Exploring the Topic / Day 5	Choice Time
	Balls / What are balls made of? / Day 1	Choice Time

#	State Text	Teaching Guides	Time of Day
LD 2	Expressive Language		
	Young children use increasingly		
	complex vocabulary, grammar,		
	and syntax to express thoughts		
LD 2.a	and needs.		
	Communicate clearly enough to		
	be understood by unfamiliar		
	listeners but may make some		
	pronunciation errors	Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
		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 happens inside buildings? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 4	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup
		Trees / How do trees change? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Pronounce new, long, or unusua		
	words if they have modeling and		
	support	Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
		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

#	State Text	Teaching Guides	Time of Day
		Buildings / What happens inside buildings? / Day 4	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup
		Trees / How do trees change? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group
	Use a variety of vocabulary	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and		
	to express needs	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
	-	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Trees / How do trees change? / Day 0	Outdoor Experiences
		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

#	State Text	Teaching Guides	Time of Day
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundu
		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 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 Roundu
		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 Roundu
		Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group Roundu
		Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Round
		Buildings / What happens inside buildings? / Day 1	Large Group Round
		Trees / Exploring the Topic / Day 3	Large Group Round
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Round
		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 Round
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees? / Day 1	Large Group Round
		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 Round
		Trees / What can we do with parts of trees? / Day 3	Large Group Round
		Trees / Celebrating Learning / Day 2	Large Group

#	State Text	Teaching Guides	Time of Day
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Small Group
		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 4	Small Group
		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 / How is cloth made? / Day 2	Large Group
		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
	Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to		
	their opposites	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
		Balls / Exploring the Topic / Day 2	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		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
		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 / 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
		Trees / Exploring the Topic / Day 3	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	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

# State Text	Teaching Guides	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 2	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 / 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 1	Small Group
	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 4	Small Group
	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

# Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

# State Text	Teaching Guides	Time of Day
Determine, with modeling and support, the meanings of		
unknown words by asking		
questions or using contextua		
clues, such as pictures that		
accompany text	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 / 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
	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 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
	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

#	State Text	Teaching Guides	Time of Day
		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 3	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		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
		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 1	Small Group
		Clothes / Exploring the Topic / Day 2	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 4	Small Group
		Clothes / How do people make clothes? / Day 2	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

#	State Text	Teaching Guides	Time of Day
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
Exp	eriment with using new		
wor	ds in conversation	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
		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
		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 / 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

#	State Text	Teaching Guides	Time of Day
		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 3	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	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
		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 1	Small Group
		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 4	Small Group
		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

#	State Text	Teaching Guides	Time of Day
		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 longer, more increasingly complex sentences, including complete four- to six-word		
	sentences	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
		Trees / Who takes care of trees? / Day 3	Large Group Roundup
		Trees / How do trees change? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	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
	Use, with modeling and support, more complex grammar and parts of speech, including common prepositions, regular plural nouns, correct subject- verb agreement, pronouns, and possessives	Balls / Exploring the Topic / Day 2	Small Group
		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
		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
		Trees / Who takes care of trees? / Day 3	Large Group Roundup
		Trees / How do trees change? / Day 1	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group

# State Text	Teaching Guides	Time of Day
	Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
Continue to ask "who," "what,"		
"why," and "where" questions	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
	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 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
	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

#	State Text	Teaching Guides	Time of Day
		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 / Exploring the Topic / Day 3	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	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
		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 1	Small Group
		Clothes / Exploring the Topic / Day 2	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 4	Small Group
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		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
LD 3	Pragmatics		
LD 3.a	Young children understand, follow, and use appropriate social and conversational rules.		
	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them	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
		Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		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 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	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	Teaching Guides	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	Large Group Roundup
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
	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 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
Use appropriate volume and intonation when speaking in a variety of social situations	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
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		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 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	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	Teaching Guides	Time of Day
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group Round
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Round
		Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
		Trees / Exploring the Topic / Day 4	Large Group Round
		Trees / What are the characteristics of the trees in our community? / Day 3	Large Group Round
		Trees / Who lives in trees? / Day 4	Large Group
		Balls / What makes balls move? / Day 2	Large Group Round
		Trees / How do trees change? / Day 5	Large Group Round
		Clothes / Exploring the Topic / Day 2	Large Group Round
		Clothes / Exploring the Topic / Day 3	Large Group Round
		Clothes / What special clothes do people wear for work? / Day 1	Large Group Round
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Round
	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at		
	once; raise your hand.")	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Round
		Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Round
		Beginning the Year / What names do we need to know at school? / Day 1	Large Group Round
		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 Round
		Beginning the Year / What names do we need to know at school? / Day 3	Large Group Round
		Beginning the Year / What names do we need to know at school? / Day 4	Large Group Round
		Beginning the Year / What names do we need to know at school? / Day 5	Large Group Round
	1		

# State Text	Teaching Guides	Time of Day
	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 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	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

# State Text	Teaching Guides	Time of Day
	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 / 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 2	Large Group
	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 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
Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously	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

# State Text	Teaching Guides	Time of Day
	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 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

#	State Text	Teaching Guides	Time of Day
		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 / 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 2	Large Group
		Trees / Exploring the Topic / Day 4	Large Group Roundup
		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 special clothes do people wear for work? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	60 Months		
LD 1	Receptive Language		
LD 1.a	Young children attend to, understand, and respond to increasingly complex language. Demonstrate an understanding		
	of complex statements, questions, and stories containing multiple phrases and		
	ideas	Beginning the Year / What are our rules? / Day 1	Choice Time
		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 / 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	Choice Time

State Text	Teaching Guides	Time of Da
	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 / Exploring the Topic / Day 1	Large Group Roun
	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
	Trees / Who lives in trees? / Day 5	Small Group
	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 Rour
	Clothes / How do we take care of our clothes? / Day 3	Large Group
	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
Respond appropriately to a specific and varied vocabulary	Beginning the Year / What are our rules? / Day 1	Choice Time
	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 / 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	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 / Exploring the Topic / Day 1	Large Group Rou
	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
	Trees / Who lives in trees? / Day 5	Small Group
	Trees / How do trees change? / Day 4	Large Group
	Clothes / Exploring the Topic / Day 4	Choice Time
	clothes / Exploring the ropie / Day 4	

-

#	State Text	Teaching Guides	Time of Day
		Balls / Who uses balls? / Day 2	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 3	Large Group
		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
	Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and		
	come to the table.")	Clothes / How is cloth made? / Day 0	Outdoor Experiences
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
LD 2	Expressive Language Young children use increasingly		
LD 2.a	complex vocabulary, grammar, and syntax to express thoughts and needs. Communicate clearly enough to		
	be understood by unfamiliar listeners, with few pronunciation errors	Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
		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 happens inside buildings? / Day 4	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup
		Trees / How do trees change? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Expand their vocabulary with		
	words of increasing specificity		
	and variety	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
		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
		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
-		Beginning the Year / What are our rules? / Day 3	Choice Time
		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 / When do things happen at school? / Day 1	Choice Time
		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 / 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

# State Text	Teaching Guides	Time of Day
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Trees / Exploring the Topic / Day 3	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	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
	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 1	Small Group
	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 4	Small Group
	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

# State Text	Teaching Guides	Time of Day
	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
Demonstrate an increasing knowledge of the meanings of words and skill in determining		
the meaning of unknown words	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
	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
	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
	Beginning the Year / What are our rules? / Day 3	Choice Time
	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 / When do things happen at school? / Day 1	Choice Time
	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 / 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

#	State Text	Teaching Guides	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 / Exploring the Topic / Day 3	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	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
		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 1	Small Group
		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 4	Small Group
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	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 increasingly complex, longer sentences, including sentences that combine two or three		
	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
	Trees / Who takes care of trees? / Day 3	Large Group Roundup
	Trees / How do trees change? / Day 1	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
USE more complex grammar and	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group Roundup
parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense	Pollo / Eveloring the Tanio / Day 2	Small Group
	Balls / Exploring the Topic / Day 2 Buildings / Exploring the Topic / Day 4	Small Group Large Group
	Buildings / Exploring the Topic / Day 4 Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
	Trees / Who takes care of trees? / Day 3	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		Trees / How do trees change? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
LD 3	Pragmatics		
LD 3.a	Young children understand, follow, and use appropriate social and conversational rules.		
	Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at		
	once; raise your hand.")	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 / 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

#	State Text	Teaching Guides	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 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 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	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 / 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

# State Text	Teaching Guides	Time of Day
	Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
	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 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
Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said		
previously	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
	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

#	State Text	Teaching Guides	Time of Day
		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 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
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	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 2	Large Group
	Trees / Exploring the Topic / Day 4	Large Group Roundup
	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 special clothes do people wear for work? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
Use language to communicate with others in familiar and unfamiliar social situations for a		
variety of purposes	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 / 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

# State Text	Teaching Guides	Time of Day
	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 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
	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	Teaching Guides	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	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
		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
		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 / Exploring the Topic / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 3	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Literacy		
	60 Months		
	Phonological		
L 1	Awareness		
L 1.a	Children notice and discriminate the sounds of spoken language.		
	Demonstrate an awareness of	Duildie en AMhathann an sinside buildie en O / David	Decid Alexad
	words as separate units	Buildings / What happens inside buildings? / Day 3 Trees / What food comes from trees? / Day 4	Read Aloud
		Balls / Who uses balls? / Day 4	Large Group Choice Time
	Identify whether two words	Balls / What are balls made of? / Day 1	Read Aloud
	rhyme	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
		Trees / Exploring the Topic / Day 4	Read Aloud

# State Text	Teaching Guides	Time of Day
	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
Engage in rhyming games and songs; can complete a familiar		
rhyme	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
	Beginning the Year / What are our rules? / Day 3	Large Group
	Beginning the Year / What are our rules? / Day 3	Choice Time
	Beginning the Year / What are our rules? / Day 3	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	Choice Time
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
	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	Choice Time
	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 5	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup
	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
	Trees / What can we do with parts of trees? / Day 1	Large Group
	Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	Clothes / Where do we get our clothes? / Day 1	Large Group
	Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Mighty Minutes
Orally blend and segment familiar compound words, with		
modeling and support	Trees / What food comes from trees? / Day 4	Large Group
Comprehend and use new words		
introduced within thematic units	,	Small Group
stories, and daily activities	Balls / Exploring the Topic / Day 2	Smail Group

# State Text	Teaching Guides	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
	Beginning the Year / What are our rules? / Day 1	Choice Time
	Beginning the Year / What are our rules? / Day 2	Choice Time
	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 / 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 2	Large Group Roundup
	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 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 2	Choice Time
	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

#	State Text	Teaching Guides	Time of Day
		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 / Exploring the Topic / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 3	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
		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 1	Large Group Roundup
		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	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 4	Read Aloud
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / Who lives in trees? / Day 5	Small 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 4	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 1	Small Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 4	Choice Time

#	State Text	Teaching Guides	Time of Day
		Clothes / Exploring the Topic / Day 5	Choice Time
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 3	Small Group
		Ciotiles / What are the reactiles of ciotiles / Day 4	Smail Gloup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 3	Large Group
		Clothes / How do we take care of our clothes? / Day 4	Large Group
		Clothes / How do people make clothes? / Day 1	Large Group
		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 2	Read Aloud
		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
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	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 / 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
L 2	Alphabet Knowledge Children recognize and identify		
L 2.a	Children recognize and identify letters and make letter-sound connections.		
	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in		
	environmental print	Beginning the Year / Who works at our school? / Day 4	Choice Time
		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

#	State Text	Teaching Guides	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
	Produce the sound for some of		
	the letters they recognize	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
I		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
		Clothes / How is cloth made? / Day 1	Mighty Minutes
	Recognize, with modeling and		
	support, their own name or other		
	common words in 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 are our rules? / Day 4	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 3	Read Aloud
		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
		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 2	Large Group
		Trees / What food comes from trees? / Day 5	Read Aloud
		Trees / Who takes care of trees? / Day 3	Large Group
		Clothes / Exploring the Topic / Day 1	Large Group
		Clothes / Exploring the Topic / Day 1	Small Group

# State Text	Teaching Guides	Time of Day
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / Exploring the Topic / Day 2	Choice Time
	Clothes / Exploring the Topic / Day 3	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 Roundup
	Clothes / What are the features of clothes? / Day 2	Large Group
	Clothes / How do we take care of our clothes? / Day 1	Large Group
	Clothes / How do we take care of our clothes? / Day 3	Choice Time
	Clothes / How do we take care of our clothes? / Day 4	Large Group
	Clothes / How do people make clothes? / Day 1	Large Group
	Clothes / How do people make clothes? / Day 2	Large Group
	Clothes / How do people make clothes? / Day 3	Large Group
	Clothes / How do people make clothes? / Day 4	Large Group
	Clothes / How is cloth made? / Day 3	Large Group
	Clothes / Where do we get our clothes? / Day 1	Large Group
	Clothes / Where do we get our clothes? / Day 2	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
	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
	Clothes / What other special clothes do people wear? / Day 2	Large Group Roundur
	Clothes / What other special clothes do people wear? / Day 3	Large Group
	Clothes / Celebrating Learning / Day 2	Large Group
	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 Roundur
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
Recognize words that start with		
the same letter as their name	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup
	Clothes / How do people make clothes? / Day 1	Mighty Minutes
L 3 Print Knowledge		

#	State Text	Teaching Guides	Time of Day
	awareness and knowledge of		
	basic print conventions; they		
	understand that print carries		
	meaning and spoken words are		
L 3.a	represented by text.		
	Hold a book in correct		
	orientation and turn pages from front to back, usually one at a		
	time	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
		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 / Who lives in trees? / Day 1	Large Group
		Trees / What food comes from trees? / 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 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		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 and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that		
	say?")	Balls / Exploring the Topic / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Large Group

# State Text	Teaching Guides	Time of Day
	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 / 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 3	Large Group
	Balls / Exploring the Topic / Day 4	Large Group
	Beginning the Year / What are our rules? / Day 4	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 4	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 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 do the buildings in our neighborhood and in other places look like? / Day 2	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 3	Read Aloud
	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
	Clothes / Celebrating Learning / Day 1	Large Group
	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 3	Read Aloud
	Trees / Exploring the Topic / Day 4	Large Group
	Trees / Exploring the Topic / Day 4	Choice Time
	Trees / Exploring the Topic / Day 4	Read Aloud
	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 5	Large Group Roundup

-

#	State Text	Teaching Guides	Time of Day
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Trees / What food comes from trees? / Day 1	Large Group
		Trees / What food comes from trees? / Day 3	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 / What food comes from trees? / Day 5	Read Aloud
		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
		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 / 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
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Choice Time
		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 do people make clothes? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group Roundup
		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / Where do we get our clothes? / Day 3	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Large Group
		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
		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 / What do people throw away? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup

#

State Text

Imitate the act of reading a book and demonstrate appropriate book-handling skills

Handle and care for books in a

	leachii
Teaching Guides	Time of Day
rules? / Day 5	Choice Time
ake and keep friends? How can we be part of a group? / Day 4	Large Group
ake and keep friends? How can we be part of a group? / Day 4	Choice Time
ay 1	Choice Time
What tools do they use? / Day 2	Large Group Roundup
uildings? / Day 5	Large Group Roundup
	Choice Time
s of the trees in our community? / Day 4	Large Group
	Large Group
es? / Day 1	Choice Time
Day 2	Choice Time

	respectful manner	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
		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 are the characteristics of the trees in our community? / Day 4	Large Group
		Trees / Who lives in trees? / Day 1	Large Group
		Trees / What food comes from trees? / 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 Roundur
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		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 Roundur
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
	Comprehension and		
L 4	Interest		
	Children show interest and an		
L 4.a	understanding of a variety of		
L 4.a	literacy experiences. Enjoy and ask to engage in book		
	reading, book writing, or other		
	literacy-related activities	Balls / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundur
		Balls / What are balls made of? / Day 4	Read Aloud

# State Text	Teaching Guides	Time of Day
	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
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Read Aloud
	Buildings / Exploring the Topic / Day 1	Choice Time
	Buildings / Exploring the Topic / Day 3	Read Aloud
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Choice Time
	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 happens inside buildings? / Day 2	Large Group Roundur
	Buildings / What happens inside buildings? / Day 4	Large Group
	Trees / Exploring the Topic / Day 1	Choice Time
	Trees / What food comes from trees? / Day 4	Choice Time
	Clothes / Exploring the Topic / Day 2	Choice Time
	Clothes / What are the features of clothes? / Day 5	Choice Time
	Clothes / How do we take care of our clothes? / Day 4	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 Roundur
	Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundur
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
Explore a variety of literary genres, such as fiction, fantasy,		
informational texts	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
	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 are the characteristics of the trees in our community? / Day 4	Large Group
	Trees / Who lives in trees? / Day 1	Large Group
	Trees / What food comes from trees? / Day 1	Choice Time
	Trees / Who takes care of trees? / Day 2	Choice Time

#	State Text	Teaching Guides	Time of Day
		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 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		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
	Share opinions about what they did or did not like about a book		
	or story	Balls / Exploring the Topic / Day 1	Choice Time
		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 4	Read Aloud
		Balls / What are balls made of? / Day 5	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
		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 / What are our rules? / Day 4	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	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
		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

# State Text	Teaching Guides	Time of Day
	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 3	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
	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	Large Group
	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	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	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 1	Choice Time
	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 4	Large Group Roundup
	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

#	State Text	Teaching Guides	Time of Day
		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
		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 / Where does trash go? What do workers do there? / Day 1	Read Aloud
	th assistance and support, gage in writing activities (e.g.,		
	eling a picture)	Balls / Exploring the Topic / Day 1	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
		Beginning the Year / What names do we need to know at school? / Day 5	Choice Time
		Beginning the Year / What are our rules? / Day 4	Large Group

#	State Text	Teaching Guides	Time of Day
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group Roundup
		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 / Exploring the Topic / Day 2	Choice Time
		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	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
		Buildings / What is special about our building? / Day 2	Choice Time
		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 2	Large Group
		Trees / Exploring the Topic / Day 2	Large Group Roundup
		Trees / Exploring the Topic / Day 4	Large Group
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Trees / What food comes from trees? / Day 1	Large Group
		Trees / What food comes from trees? / Day 3	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	Large Group
		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

# State Text	Teaching Guides	Time of Day
	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 3	Large Group
	Trees / How do trees change? / Day 4	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 / 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 1	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 / Exploring the Topic / Day 5	Choice Time
	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	Large Group Roundup
Begin to understand the sequence of a story	Balls / Exploring the Topic / Day 1	Choice Time
	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
	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

# State Text	Teaching Guides	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	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 / What are our rules? / Day 4	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / 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
	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	Large Group
	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	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	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 1	Choice Time
	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 4	Large Group Roundu
	Trees / What food comes from trees? / Day 5	Read Aloud
	Trees / Who takes care of trees? / Day 1	Read Aloud

# State Text	Teaching Guides	Time of Day
	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
	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 / Where does trash go? What do workers do there? / Day 1	Read Aloud
With support, retell or reenact familiar stories with pictures or		
props as prompts	Balls / What are balls made of? / Day 5	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

# State Text	Teaching Guides	Time of Day
	Buildings / Who builds buildings? What tools do they use? / Day 4	Read Aloud
	Trees / What food comes from trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 5	Choice Time
	Trees / How do trees change? / Day 3	Read Aloud
	Clothes / What are the features of clothes? / Day 1	Read Aloud
	Clothes / What are the features of clothes? / Day 2	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
Ask and answer questions abo		
main characters or events in a		Choice Time
familiar story	Balls / Exploring the Topic / Day 1 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 do trash and garbage anect our community? / Day 2 Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Read Aloud
	Reduce, Reuse, Recycle / How can we reuse junk / Day 4 Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Read Aloud
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1 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 1 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 2 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 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 Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	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 / What are our rules? / 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 2	Read Aloud
	Beginning the Year / Who works at our school? / Day 2	Read Aloud
	Beginning the Year / Who works at our school? / Day 4	Read Aloud

# State Text	Teaching Guides	Time of Day
	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 4	Read Aloud
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	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 5	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 3	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
	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	Large Group
	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	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	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 / What are the characteristics of the trees in our community? / Day 5	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 1	Choice Time
	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 4	Large Group Roun

#	State Text Teaching Guides	Time of Day
	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 / 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
	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
	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 / Where does trash go? What do workers do there? / I	Day 1 Read Aloud

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	with modeling and support,	<b>3 1 1 1</b>	
	make predictions about what		
	might happen next in a story and determine if their predictions		
	were confirmed	Balls / Exploring the Topic / Day 1	Choice Time
		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
		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
		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 1	Read Aloud
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / 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 3	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
		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	Large Group

# State Text	Teaching Guides	Time of Day
	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	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	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 4	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 / What food comes from trees? / Day 4	Large Group Roundup
	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 is cloth made? / Day 1	Read Aloud

# State Text	Teaching Guides	Time of Day
	Clothes / How is cloth made? / Day 2	Read Aloud
	Clothes / How is cloth made? / Day 3	Read Aloud
	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
	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 / Where does trash go? What do workers do there? / Day 1	Read Aloud
With modeling and support, demonstrate knowledge from		
informational texts	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 1	Read Aloud
	Reduce, Reuse, Recycle / How can we create less trash? / 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 / How do we make and keep friends? How can we be part of a group? / Day 2	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
	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 / Celebrating Learning / Day 2	Read Aloud
	Trees / Exploring the Topic / Day 1	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 1	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 1	Choice Time
	Trees / What food comes from trees? / Day 2	Read Aloud
	Trees / What food comes from trees? / Day 4	Read Aloud

# State Text	Teaching Guides	Time of Day
	Trees / What food comes from trees? / Day 4	Large Group Roundup
	Trees / Who takes care of trees? / Day 1	Read Aloud
	Trees / Who takes care of trees? / Day 3	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 5	Read Aloud
	Trees / Celebrating Learning / Day 1	Read Aloud
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 4	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
	Clothes / How is cloth made? / Day 2	Read Aloud
	Clothes / Where do we get our clothes? / Day 1	Read Aloud
	Clothes / Where do we get our clothes? / Day 2	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 / Where does trash go? What do workers do there? / Day 1	Read Aloud
Respond to the question "what made you think so?" in respons to their ideas about books and stories, with more depth and		
detail	Balls / Exploring the Topic / Day 1	Choice Time
	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 4	Read Aloud
	Balls / What are balls made of? / Day 5	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	Teaching Guides	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
	Beginning the Year / What are our rules? / 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 1	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
	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 3	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
	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	Large Group
	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	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	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 1	Choice Time
	Trees / What food comes from trees? / Day 2	Read Aloud
I		I

# State	Text Teaching Guides	Time of Day
	Trees / What food comes from trees? / Day 4	Read Aloud
	Trees / What food comes from trees? / Day 4	Large Group Roundup
	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
	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 / Where does trash go? What do workers do there? / Day 1	Read Aloud

#	State Text	Teaching Guides	Time of Day
L 6	Emergent Writing		
L 6.a	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.		
	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or		
	represent words or ideas	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 / 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 / Who lives in trees? / Day 4 Trees / What food comes from trees? / Day 4	Large Group Roundup 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
	With modeling and support, write some letters	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

#	State Text	Teaching Guides	Time of Day
		Balls / What are balls made of? / Day 4	Read Aloud
		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 / Who lives in trees? / Day 4	Large Group Roundup
		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
	With modeling and support, write numerals one through nine	Buildings / Celebrating Learning / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 4	Read Aloud
		Clothes / What are the features of clothes? / Day 2	Choice Time
L 6.b	and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.		
	Use letter-like symbols to create written materials during play or	Deduce Device Device (Linux de trach and gerbage offect our community? (Dev.2)	Chaice Time
	to express an idea	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2 Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk / Day 5 Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 2 Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup Read Aloud
		Balls / What are balls made of? / Day 4	Read Aloud

#	State Text	Teaching Guides	Time of Day
		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 / 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 / Exploring the Topic / Day 2	Large Group
		Buildings / Exploring the Topic / Day 2	Choice Time
		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 / Who builds buildings? What tools do they use? / Day 4	Choice Time
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 2	Choice Time
		Buildings / What is special about our building? / Day 3	Large Group Roundur
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 4	Choice Time
		Buildings / What happens inside buildings? / Day 5	Choice Time
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Trees / Who lives in trees? / Day 4	Large Group Roundu
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 4	Choice Time
		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 4	Large Group
		Balls / Who uses balls? / Day 2	Large Group Roundur
		Clothes / What are the features of clothes? / Day 5	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 4	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / Where do we get our clothes? / Day 3	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time

# State Text	Teaching Guides	Time of Day
	Balls / Who uses balls? / Day 5	Choice Time
	Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundur
	Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
	Clothes / What other special clothes do people wear? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	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
Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)	Beginning the Year / What names do we need to know at school? / Day 5	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 3	Large Group
	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
	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 / 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 4	Large Group
	Trees / What can we do with parts of trees? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 1	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
Dictate ideas, sentences, and stories	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 / How can we create less trash? / Day 3	Choice Time
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	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 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 do the buildings in our neighborhood and in other places look like? / Day 2	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 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 4	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 3	Large Group
	Trees / Who lives in trees? / Day 2	Large Group
	Trees / Who lives in trees? / Day 4	Large Group Roundup
	Trees / What food comes from trees? / Day 1	Large Group
	Trees / What food comes from trees? / Day 3	Large Group
	Balls / What makes balls move? / Day 1	Large Group Roundup
	Trees / What food comes from trees? / Day 3	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	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
	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 / 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
	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
	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	Small Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Small Group
With modeling and support, discuss or answer questions about their writing and drawings	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 3	Choice Time
	Beginning the Year / What names do we need to know at school? / Day 4 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 / Exploring the Topic / Day 2	Large Group
	Buildings / Exploring the Topic / Day 2	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 are buildings made of? What makes them strong? / Day 3 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

#	State Text	Teaching Guides	Time of Day
		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 / 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
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
	60 Months		
	Phonological		
L 1	Awareness		
L 1.a	Children notice and discriminate the sounds of spoken language.		
	Match beginning sounds of some words; are able to name several words that begin with the		
	letter sound of their name	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 1	Mighty Minutes
		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
		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

#	State Text	Teaching Guides	Time of Day
	Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may		
	not be able to identify the letter)	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 1	Mighty Minutes
	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear")	Buildings / What happens inside buildings? / Day 3	Read Aloud
		Balls / Who uses balls? / Day 4	Choice Time
	With modeling and support, identify, blend, and segment syllables in spoken words	Buildings / What happens inside buildings? / Day 3	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group
		Balls / Who uses balls? / Day 4	Choice Time
	With modeling and support, delete the onsets of words (e.g., "pair-air, fruit-root")	Buildings / What happens inside buildings? / Day 3 Trees / What food comes from trees? / Day 4	Read Aloud Large Group
		Balls / Who uses balls? / Day 4	Choice Time
	With modeling and support, blend onsets and rimes in single- syllable words (e.g., the hard "c" sound with "-ook" to make "cook")		Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group
		Balls / Who uses balls? / Day 4	Choice Time
L 2	Alphabet Knowledge Children recognize and identify letters and make letter-sound connections.		
	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print	Beginning the Year / Who works at our school? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them strong? / Day 3	Read Aloud

# State Text	Teaching Guides	Time of Day
	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
Produce the sound for many of		
the letters the recognize	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
	Clothes / How is cloth made? / Day 1	Mighty Minutes
Correctly sort letters and find words that contain specified letters	Beginning the Year / Who works at our school? / Day 4	Choice Time
	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 3	Read Aloud
		Redu Alouu
	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
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
Demonstrate an understanding that strings of letters represent a		
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Roundup
sequence of spoken sounds		
sequence of spoken sounds	Beginning the Year / What names do we need to know at school? / Day 1	Large Group
sequence of spoken sounds		Large Group Large Group

# State Text	Teaching Guides	Time of Day
	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
	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 1	Small Group
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / Exploring the Topic / Day 2	Choice Time
	Clothes / Exploring the Topic / Day 3	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 Roundup
	Clothes / What are the features of clothes? / Day 2	Large Group
	Clothes / How do we take care of our clothes? / Day 1	Large Group
	Clothes / How do we take care of our clothes? / Day 3	Choice Time
	Clothes / How do we take care of our clothes? / Day 4	Large Group
	Clothes / How do people make clothes? / Day 1	Large Group
	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 / Where do we get our clothes? / Day 2	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
	Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
	Clothes / What other special clothes do people wear? / Day 3	Large Group
	Clothes / Celebrating Learning / Day 2	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud

#	State Text	Teaching Guides	Time of Day
		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
L 3	Print Knowledge		
L 3.a	awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.		
	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress		
	across and down a page	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 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 are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2	Large Group Large Group Large Group Roundur
		Buildings / What are buildings made of? What makes them strong? / Day 4 Buildings / What is special about our building? / Day 2	Large Group Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2	Large Group Large Group Large Group Roundur
		Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What happens inside buildings? / Day 1	Large Group Large Group Large Group Roundup Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What happens inside buildings? / Day 1         Buildings / Celebrating Learning / Day 1	Large Group Large Group Large Group Roundup Large Group Choice Time
		Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What happens inside buildings? / Day 1         Buildings / Celebrating Learning / Day 1         Trees / What food comes from trees? / Day 2	Large Group Large Group Large Group Roundup Large Group Choice Time Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What happens inside buildings? / Day 1         Buildings / Celebrating Learning / Day 1         Trees / What food comes from trees? / Day 2         Trees / Who takes care of trees? / Day 3	Large Group Large Group Large Group Roundup Large Group Choice Time Large Group Large Group Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What happens inside buildings? / Day 1         Buildings / Celebrating Learning / Day 1         Trees / What food comes from trees? / Day 2         Trees / Who takes care of trees? / Day 3         Clothes / Exploring the Topic / Day 1	Large Group Large Group Large Group Roundup Large Group Choice Time Large Group Large Group Large Group Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What happens inside buildings? / Day 1         Buildings / Celebrating Learning / Day 1         Trees / What food comes from trees? / Day 2         Trees / Who takes care of trees? / Day 3         Clothes / Exploring the Topic / Day 1         Clothes / Exploring the Topic / Day 1	Large Group Large Group Large Group Roundup Large Group Choice Time Large Group Large Group Large Group Small Group
		Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What is special about our building? / Day 2         Buildings / What happens inside buildings? / Day 1         Buildings / Celebrating Learning / Day 1         Trees / What food comes from trees? / Day 2         Trees / Who takes care of trees? / Day 3         Clothes / Exploring the Topic / Day 1         Clothes / Exploring the Topic / Day 1         Clothes / Exploring the Topic / Day 2	Large Group Large Group Large Group Roundur Large Group Choice Time Large Group Large Group Large Group Small Group Large Group

#	State Text	Teaching Guides	Time of Day
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 4	Large Group
		Clothes / How do people make clothes? / Day 1	Large Group
		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 / Where do we get our clothes? / Day 2	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
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 3	Large Group
		Clothes / Celebrating Learning / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud
		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
	Describe roles of authors and illustrators and connect books to		
	specific authors of illustrators	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	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 are the characteristics of the trees in our community? / Day 4	Large Group
		Trees / Who lives in trees? / Day 1	Large Group

# State Text	Teaching Guides	Time of Day
	Trees / What food comes from trees? / 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 1	Read Aloud
	Trees / How do trees change? / Day 2	Read Aloud
	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
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud
Identify familiar words in books		
and the environment	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 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
	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 1	Small Group
	Clothes / Exploring the Topic / Day 2	Large Group
	Clothes / Exploring the Topic / Day 2	Choice Time
	Clothes / Exploring the Topic / Day 3	Large Group
	Clothes / Exploring the Topic / Day 4	Large Group
	Clothes / Exploring the Topic / Day 4	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	Clothes / Exploring the Topic / Day 5	Large Group Roundup
	Clothes / What are the features of clothes? / Day 2	Large Group
	Clothes / How do we take care of our clothes? / Day 1	Large Group
	Clothes / How do we take care of our clothes? / Day 3	Choice Time
	Clothes / How do we take care of our clothes? / Day 4	Large Group
	Clothes / How do people make clothes? / Day 1	Large Group
	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 / Where do we get our clothes? / Day 2	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
	Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
	Clothes / What other special clothes do people wear? / Day 3	Large Group
	Clothes / Celebrating Learning / Day 2	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud
	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
Recognize their own printed name and those of their siblings or friends	Buildings / What are buildings made of? What makes them strong? / Day 3	Read Aloud
	Trees / What are the characteristics of the trees in our community? / Day 5	Large Group Roundup
	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
Comprehension and		

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Children show interest and an		
	understanding of a variety of		
L 4.a	literacy experiences.		
	Attend to and request longer and		
	more complex books or stories	Balls / Exploring the Topic / Day 1	Choice Time
		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	Choice Time
		Buildings / Exploring the Topic / Day 1	Choice Time
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Choice Time
		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 happens inside buildings? / Day 4	Large Group
		Trees / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
	Engage in independent writing activities during routine times, such as pretending to write in their own journal	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 / 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 / Who lives in trees? / Day 4	Large Group Roundup
		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

#	State Text	Teaching Guides	Time of Day
		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
	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story- related problems, and		
	resolutions)	Balls / Exploring the Topic / Day 1	Choice Time
		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
		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
		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
		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

#	State Text	Teaching Guides	Time of Day
		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
		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	Large Group
		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	Choice Time
		Trees / Exploring the Topic / Day 1	Read Aloud
		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 1	Choice Time
		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 4	Large Group Roundup
		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

# State Text	Teaching Guides	Time of Da
	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
	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 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 / Where does trash go? What do workers do there? / Day 1	Read Aloud
Engage in higher-order think during shared reading experiences, such as making predictions and inferences, determining cause-and-effec relationships, and summariz	t	
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 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 4	Read Aloud
	Balls / What are balls made of? / Day 5	Read Aloud
	Beginning the Year / What names do we need to know at school? / Day 1	Read Aloud

# State Text	Teaching Guides	Time of Day
	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
	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 / What are our rules? / Day 4	Read Aloud
	Beginning the Year / When do things happen at school? / Day 1	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
	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 3	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
	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	Large Group
	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	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	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

# State Text	Teaching Guides	Time of Day
	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 / What food comes from trees? / Day 4	Large Group Roundup
	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
	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

# State Text	Teaching Guides	Time of Day
	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 a familiar story in the		
proper sequence, including major events and cause-and-		
effect relationships	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 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
	Balls / What are balls made of? / Day 4	Read Aloud
	Balls / What are balls made of? / Day 5	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 3	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 / How do we make and keep friends? How can we be part of a group? / Day 4	Read Aloud
	Buildings / Exploring the Topic / Day 1	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 / 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 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 3	Read Aloud
	Buildings / What happens inside buildings? / Day 4	Read Aloud
	Buildings / What happens inside buildings? / Day 5	Large Group
	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	Choice Time
	Trees / Exploring the Topic / Day 3	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

# State Text	Teaching Guides	Time of Day
	Trees / Who lives in trees? / Day 4	Read Aloud
	Trees / What food comes from trees? / Day 4	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 / 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 3	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 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Choice Time
	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	Choice Time
	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 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
	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
	Clothes / What special clothes do people wear for work? / Day 2	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

# State Text	Teaching Guides	Time of Day
	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
Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a	F	
Triceratops after being read a book about dinosaurs.)	Balls / Exploring the Topic / Day 1	Choice Time
book about dinosaurs.)		Read Aloud
	Balls / Exploring the Topic / Day 2	
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Read Aloud
	Beginning the Year / What names do we need to know 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
	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
	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 / Celebrating Learning / Day 1	Read Aloud
	Buildings / Celebrating Learning / Day 2	Read Aloud
	Trees / Exploring the Topic / Day 1	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 1	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 1	Choice Time
	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 4	Large Group Roundup
	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

# State Text	Teaching Guides	Time of Day
	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
	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 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 is cloth made? / Day 2	Read Aloud
	Clothes / How is cloth made? / Day 3	Read Aloud
	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 other special clothes do people wear? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Read Aloud
With guidance and support, relate events and information from stories to their own		
experiences	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	Large Group
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Read Aloud
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group
	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	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	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	Large Group
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Read Aloud
	Balls / What are balls made of? / Day 3	Read Aloud

#	State Text Teaching Guides	Time of Day
	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 1	Large Group
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
	Balls / What are balls made of? / Day 4	Large Group
	Balls / What are balls made of? / Day 5	Read Aloud
	Balls / Celebrating Learning / Day 1	Read Aloud
	Balls / Celebrating Learning / Day 1	Large Group Roundup
	Balls / Celebrating Learning / Day 2	Large Group Roundup
	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 1	Small 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	Read Aloud
	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	Mighty Minutes
	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 / What are our rules? / 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 / 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 grou	Ip? / Day 2 Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a grou	Ip? / Day 3 Large Group
	Beginning the Year / How do we make and keep friends? How can we be part of a grou	Ip? / Day 4 Read Aloud
	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
	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 5 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
	Balls / Do all balls bounce? / Day 3	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / D	Pay 2 Read Aloud

# State Text	Teaching Guides	Time of Day
	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 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	Large Group
	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 1	Large Group
	Buildings / What happens inside buildings? / Day 1	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	Large Group
	Buildings / What happens inside buildings? / Day 5	Read Aloud
	Buildings / Celebrating Learning / Day 1	Read Aloud
	Buildings / Celebrating Learning / Day 2	Large Group
	Buildings / Celebrating Learning / Day 2	Read Aloud
	Trees / Exploring the Topic / Day 1	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	Trees / Exploring the Topic / Day 3	Large Group
	Trees / Exploring the Topic / Day 3	Read Aloud
	Trees / Exploring the Topic / Day 4	Large Group
	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
	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
	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 3	Large Group Roundup
	Trees / Who lives in trees? / Day 3	Read Aloud
	Trees / Who lives in trees? / Day 4	Large Group
	Trees / What food comes from trees? / Day 1	Large Group
	Trees / What food comes from trees? / Day 1 Trees / What food comes from trees? / Day 1	Choice Time
	Trees / What food comes from trees? / Day 1 Trees / What food comes from trees? / Day 2	Read Aloud
	Trees / What food comes from trees? / Day 4	Read Aloud

# State Text	Teaching Guides	Time of Day
	Trees / What food comes from trees? / Day 4	Large Group Roundup
	Trees / What food comes from trees? / Day 5	Read Aloud
	Trees / Who takes care of trees? / Day 1	Large Group
	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	Large Group
	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 3	Large Group
	Trees / How do trees change? / Day 4	Read Aloud
	Balls / Who uses balls? / Day 1	Large Group
	Trees / How do trees change? / Day 5	Large Group
	Trees / How do trees change? / Day 5	Read Aloud
	Trees / Celebrating Learning / Day 1	Read Aloud
	Trees / Celebrating Learning / Day 1	Large Group Roundup
	Trees / Celebrating Learning / Day 2	Choice Time
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Clothes / Exploring the Topic / Day 2	Read Aloud
	Balls / Who uses balls? / Day 2	Large Group
	Clothes / Exploring the Topic / Day 3	Large Group
	Clothes / Exploring the Topic / Day 3	Choice Time
	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	Large Group
	Clothes / What are the features of clothes? / Day 1	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Large Group
	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

#	State Text	Teaching Guides	Time of Day
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / How is cloth made? / Day 3	Read Aloud
		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	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Large Group
		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 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		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
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Clothes / What other special clothes do people wear? / Day 3	Read Aloud
		Clothes / Celebrating Learning / Day 1	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	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
		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
		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 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time
L 6	Emergent Writing		
L 6.a	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.		

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like		
	forms	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 5	Choice Time
		Balls / Exploring the Topic / Day 5	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 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
		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
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Write their first name nearly correctly (may switch the order		
	of letters or write some letters backwards)	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
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		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 / 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
	Use invented spelling	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 / 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

#	State Text	Teaching Guides	Time of Day
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		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
	With modeling and support,		
	write numerals one through twenty	Trees / What food comes from trees? / Day 4	Read Aloud
	twenty	Clothes / What are the features of clothes? / Day 2	Choice Time
	Children use writing to represent		
	and communicate ideas in a		
	variety of contexts; they use a		
	combination of drawing,		
	dictating, and writing to		
L 6.b	communicate; they participate in shared writing.		
L 0.0	shared writing.		
	With modeling and support, use		
	writing and or digital tools to		
	communicate information, tell a		
	story, or answer a question	Balls / Exploring the Topic / Day 1	Large Group
		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 4	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
		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 2	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 3	Small Group

#	State Text	Teaching Guides	Time of Day
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		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 Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Small Group
		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
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
		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 / 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
		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 2	Large Group Roundup
		Buildings / Celebrating Learning / Day 1	Choice Time
		Buildings / Celebrating Learning / Day 1	Choice Time
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Exploring the Topic / Day 2	Large Group
		Trees / Exploring the Topic / Day 2	Small Group
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 3	Large Group

# State Text	Teaching Guides	Time of Day
	Trees / Who lives in trees? / Day 2	Large Group
	Trees / Who lives in trees? / Day 2	Large Group Roundup
	Trees / Who lives in trees? / Day 4	Large Group Roundup
	Trees / What food comes from trees? / Day 1	Large Group
	Trees / What food comes from trees? / Day 1	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 / What food comes from trees? / Day 5	Large Group Roundup
	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 Roundup
	Trees / How do trees change? / Day 3	Large Group
	Balls / Who uses balls? / Day 1	Large Group
	Trees / How do trees change? / Day 4	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 / What can we do with parts of trees? / Day 3	Large Group Roundup
	Trees / Celebrating Learning / Day 2	Large Group
	Clothes / Exploring the Topic / Day 1	Large Group
	Clothes / Exploring the Topic / Day 1	Small Group
	Clothes / Exploring the Topic / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 5	Choice Time
	Clothes / What are the features of clothes? / Day 5	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	Choice Time
	Clothes / How do people make clothes? / Day 3	Large Group Roundup
	Clothes / How do people make clothes? / Day 4	Choice Time

# State Text	Teaching Guides	Time of Day
	Clothes / How is cloth made? / Day 1	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 3	Choice Time
	Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
	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
	Clothes / Celebrating Learning / Day 2	Choice Time
	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
Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic	a	
play area, writing a grocery list)	Balls / Exploring the Topic / Day 1	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 / Celebrating Learning / Day 2	Large Group Roundup
	Balls / What are balls made of? / Day 4	Read Aloud
	Beginning the Year / What are our rules? / Day 5	Large Group Roundup
	Balls / Exploring the Topic / Day 5	Large Group Roundup
	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 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 2	Large Group
	Trees / Exploring the Topic / Day 4	Choice Time

#	State Text	Teaching Guides	Time of Day
		Trees / Who lives in trees? / Day 2	Large Group
			Lange Group Deve due
		Trees / Who lives in trees? / Day 4 Trees / What food comes from trees? / Day 1	Large Group Roundup Large Group
		Trees / what lood 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 3	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 / 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
		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
	Mathematics		
	48 Months		
	Number Sense and		
M 1	Quantity		
	Children develop number recognition and counting skills and learn the relationship between numbers and the		
M 1.a	quantity they represent. Quickly name the number in a group of objects, up to four	Buildings / What is special about our building? / Day 1	Large Group

State Text	Teaching Guides	Time of D
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
Verbally count to 20 (or in some way indicate knowledge of the		
words for the numbers from 1 to		
20 in sequence) with occasional		
errors		
Use strategies to accurately count sets of up to 10 objects	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Buildings / Exploring the Topic / Day 3	Large Group
	Buildings / Exploring the ropic / Day 3 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
Understand that the last number	Reduce, Reduce, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time
counted represents the number		
of objects in a set	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Buildings / Exploring the Topic / Day 3	Large Group
	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
Associate a quantity with a		
written numeral up to five	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 2	Choice Time
Recognize and write some numerals up to 10	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
	Buildings / Celebrating Learning / Day 1	Read Aloud
	Trees / What food comes from trees? / Day 4	Read Aloud
	Clothes / What are the features of clothes? / Day 2	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
Number Relationships		
2 and Operations		

#	State Text	Teaching Guides	Time of Day
	Children learn to use numbers to		
M 2 a	compare quantities and solve problems.		
M 2.a	Understand that a entire set of		
	objects is more than its parts		
	when the set is divided into		
	smaller groups	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Use toys and other objects as		
	tools to solve simple addition		
	and subtraction problems when		
	the total is smaller than five	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Use one-to-one correspondence		
	to compare small sets of similar	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Classification and		
М 3	Patterning		
	Children learn to order and sort		
	objects by common attributes, to		
	identify patterns, and to predict		
М 3.а	the next sequence in a pattern.		
	Sort objects by one attribute into		
	two or more groups (e.g., size:		
	big, medium, and small)	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / 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
		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 4	Mighty Minutes
		Balls / Exploring the Topic / Day 4	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	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

	State Text	Teaching Guides	Time of Da
		Buildings / Exploring the Topic / Day 4	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Round
		Balls / Do all balls bounce? / Day 3	Choice Time
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group
		Balls / Do all balls roll? / Day 1	Small Group
		Bails / Do all dails foil / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Large Group Round
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 3	Large Group Round
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 2	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 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 / Exploring the Topic / Day 3	Small Group
		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 Round
		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
	sify everyday objects that go ther (e.g., mittens, hats,		
coat		Balls / Exploring the Topic / Day 2	Choice Time
		Balls / What are balls made of? / Day 3	Large Group Round
		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

# State Text	Teaching Guides	Time of Day
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
	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 / 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
	Balls / Do all balls roll? / Day 1	Choice Time
	Buildings / What is special about our building? / Day 1	Large Group Roundup
	Buildings / What is special about our building? / Day 2	Read Aloud
	Trees / Exploring the Topic / Day 1	Large Group
	Trees / Exploring the Topic / Day 3	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
	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	Read Aloud
	Trees / What food comes from trees? / Day 2	Choice Time
	Balls / Who uses balls? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 1	Small Group
	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
	Clothes / What are the features of clothes? / Day 4	Small Group
	Clothes / What other special clothes do people wear? / Day 2	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time
Demonstrate recognition of a simple, repeating pattern	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
Replicate, complete, and extend repeating 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 0	Choice Time
	Clothes / How do people make clothes? / Day 2 Clothes / How do people make clothes? / Day 2	
		Mighty Minutes
	Balls / Who uses balls? / Day 4 Clothes / How is cloth made? / Day 2	Choice Time
	•	Large Group
	Clothes / How is cloth made? / Day 3	Small Group

#	State Text	Teaching Guides	Time of Day
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	Recognize, name, and extend		
	basic growing (or enlarging)	Obsthere (There is a lattice and a C / Day o	
	patterns (e.g., "one more")	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,		
	Comparison, and		
M 4	Ordering		
101 4	Children learn to measure		
	objects by their various		
	attributes (length, height, weight,		
	volume) and to use differences		
	in attributes to make		
M 4.a	comparisons.		
	Compare two small sets of objects (five or fewer)	Balls / What are balls made of? / Day 3	Large Group Roundur
		Balls / Exploring the Topic / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
		Balls / Do all balls roll? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 1	Large Group Roundur
		Trees / Exploring the Topic / Day 1	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 2	Choice Time
		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 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
			2
		Clothes / What are the features of clothes? / Day 4	Small Group

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Make small series of objects		
	(e.g., putting three or four		
	objects in order by length)	Balls / Do all balls roll? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group
		Trees / What food comes from trees? / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time
	Recognize differences in		
	measureable attributes by direct-		
	comparison measuring (e.g.,		
	when trying to pour the same		
	amount of juice into three cups,		
	looking to see if one cup has		
	more than the others)	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences
		Buildings / Who builds buildings? What tools do they use? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group
		Balls / What makes balls move? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	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
	Use multiple copies of the same		
	unit to measure (e.g., seeing how		
	many "building blocks high" a		
	pillow fort is)	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences
		Buildings / Who builds buildings? What tools do they use? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5	Large Group Roundu
		Balls / What makes balls move? / Day 1	Large Group
		Balls / What makes balls move? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 2	Choice Time

#	State Text	Teaching Guides	Time of Day
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time
	Use comparative language (e.g.,		
	"shortest," "heavier," "biggest")	Balls / Exploring the Topic / Day 2	Small 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
		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
		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

# State Text	Teaching Guides	Time of Day
	Buildings / What happens inside buildings? / Day 1	Large Group Roundup
	Trees / Exploring the Topic / Day 3	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	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
	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 1	Small Group
	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 4	Small Group
	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

#	State Text	Teaching Guides	Time of Day
		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 Roundu
	Geometry and Spatial		
M 5	Sense		
M 5.a	Children learn to identity shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.		
	Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to		
	create an image of a snowman)	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Choice Time
		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
		Clothes / What other special clothes do people wear? / Day 1	Large Group
	Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)	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
		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
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Build simple examples or buildings, structures, or areas (e.g., their classroom or playground) with three- dimensional shapes, such as		
	building blocks	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

#	State Text	Teaching Guides	Time of Day
	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their		
	size or orientation	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Choice Time
		Balls / Who uses balls? / Day 0	Outdoor Experience
		Clothes / How do we take care of our clothes? / Day 0	Outdoor Experience
		Clothes / What other special clothes do people wear? / Day 0	Outdoor Experience
		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 Round
		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 Round
		Buildings / What is special about our building? / Day 2	Read Aloud
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	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
		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
	Use basic language to describe their location (e.g., "I am under		
	the bed.)	Clothes / Exploring the Topic / Day 0	Outdoor Experience
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experience
		Trees / How do trees change? / Day 0	Outdoor Experience
		Clothes / How is cloth made? / Day 2	Large Group
	Correctly follow directions involving their own positions in		
	space (e.g., "move forward," "sit		
	behind," etc.)	Clothes / Exploring the Topic / Day 0	Outdoor Experience
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experience
		Trees / How do trees change? / Day 0	Outdoor Experience
		Clothes / How is cloth made? / Day 2	Large Group

#	State Text	Teaching Guides	Time of Day
	Number Sense and		
M 1	Quantity		
	Children develop number		
	recognition and counting skills		
	and learn the relationship		
	between numbers and the		
M 1.a	quantity they represent.		
	Quickly name the number in a		
	group of objects, up to 10	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 3	Large Group
		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
	some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern		
	Use strategies to count large	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Use strategies to count large sets of objects (more than 10)	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3 Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Large Group
		Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1	Large Group Large Group Large Group
		Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4	Large Group Large Group Large Group Read Aloud
		Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4         Clothes / How is cloth made? / Day 2	Large Group Large Group Large Group Read Aloud Read Aloud
		Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4         Clothes / How is cloth made? / Day 2         Clothes / Where do we get our clothes? / Day 2	Large Group Large Group Large Group Read Aloud Read Aloud Read Aloud
	sets of objects (more than 10)	Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4         Clothes / How is cloth made? / Day 2	Large Group Large Group Large Group Read Aloud Read Aloud
	sets of objects (more than 10) Know the number that comes before or after a specified	Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4         Clothes / How is cloth made? / Day 2         Clothes / Where do we get our clothes? / Day 2         Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Large Group Read Aloud Read Aloud Read Aloud Choice Time
	sets of objects (more than 10)	Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4         Clothes / How is cloth made? / Day 2         Clothes / Where do we get our clothes? / Day 2         Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4         Beginning the Year / What names do we need to know at school? / Day 4	Large Group Large Group Large Group Read Aloud Read Aloud Choice Time Read Aloud
	sets of objects (more than 10) Know the number that comes before or after a specified	Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4         Clothes / How is cloth made? / Day 2         Clothes / Where do we get our clothes? / Day 2         Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4         Beginning the Year / What names do we need to know at school? / Day 4         Buildings / Exploring the Topic / Day 3	Large Group Large Group Large Group Read Aloud Read Aloud Choice Time Read Aloud Large Group
	sets of objects (more than 10) Know the number that comes before or after a specified	Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4         Clothes / How is cloth made? / Day 2         Clothes / Where do we get our clothes? / Day 2         Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4         Beginning the Year / What names do we need to know at school? / Day 4         Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Large Group Large Group Read Aloud Read Aloud Choice Time Read Aloud Large Group Large Group
	sets of objects (more than 10) Know the number that comes before or after a specified	Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4         Clothes / How is cloth made? / Day 2         Clothes / Where do we get our clothes? / Day 2         Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4         Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1	Large Group Large Group Large Group Read Aloud Read Aloud Choice Time Read Aloud Large Group Large Group Large Group
	sets of objects (more than 10) Know the number that comes before or after a specified	Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4         Buildings / What is special about our building? / Day 1         Clothes / What are the features of clothes? / Day 4         Clothes / How is cloth made? / Day 2         Clothes / Where do we get our clothes? / Day 2         Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4         Beginning the Year / What names do we need to know at school? / Day 4         Buildings / Exploring the Topic / Day 3         Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Large Group Large Group Read Aloud Read Aloud Choice Time Read Aloud Large Group Large Group

#	State Text	Teaching Guides	Time of Day
	Recognize and order each	Duilding ( Outphonics I complete / Day 4	DeedAleral
	written numeral up to 10	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
		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
	Number Relationships		
M 2	and Operations		
М 2.а	Children learn to use numbers to compare quantities and solve problems.		
	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other	Balls / What are balls made of? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
		Balls / Do all balls roll? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 4	Choice Time
		Trees / What food comes from trees? / 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
		Clothes / What are the features of clothes? / Day 4	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time
	Understand that adding one or taking away one changes the number in a group of objects by		
	exactly one	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time

#	State Text	Teaching Guides	Time of Day
	Classification and		
М 3	Patterning		
	Children learn to order and sort		
	objects by common attributes, to identify patterns, and to predict		
M 3.a	the next sequence in a pattern.		
	Sort objects by more than one attribute (e.g., color and shape)		
	into two or more groups	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / 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
		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 4	Mighty Minutes
		Balls / Exploring the Topic / Day 4	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	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
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day 5	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 4	Large Group

State Text	Teaching Guides	Time of Day
	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
	Clothes / Exploring the Topic / Day 3	Small Group
	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 Roundu
	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
characteristics, then sort by a different characteristics and explain the sorting rules (e.g. "These are all of the red ones	,	
	es") Reduce, Reuse, Recycle / How do trash and garbage affect our community? / 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
	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 should we do if we get sad or scared at school? / Day 1	Small Group
		Sinal 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 2 Beginning the Year / What should we do if we get sad or scared at school? / Day 3	
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2         Beginning the Year / What should we do if we get sad or scared at school? / Day 3         Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3 Beginning the Year / What are our rules? / Day 1	Small Group Small Group Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3         Beginning the Year / What are our rules? / Day 1         Balls / Exploring the Topic / Day 4	Small Group Small Group Small Group Large Group Roundu
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3         Beginning the Year / What are our rules? / Day 1         Balls / Exploring the Topic / Day 4         Balls / Do all balls bounce? / Day 1	Small Group Small Group Small Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3         Beginning the Year / What are our rules? / Day 1         Balls / Exploring the Topic / Day 4	Small Group Small Group Small Group Large Group Round Large Group
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3         Beginning the Year / What are our rules? / Day 1         Balls / Exploring the Topic / Day 4         Balls / Do all balls bounce? / Day 1         Balls / Do all balls bounce? / Day 1         Balls / Do all balls bounce? / Day 1         Balls / Do all balls bounce? / Day 1         Balls / Do all balls bounce? / Day 1         Balls / Do all balls bounce? / Day 1         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Small Group Small Group Small Group Large Group Round Large Group Choice Time
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3         Beginning the Year / What are our rules? / Day 1         Balls / Exploring the Topic / Day 4         Balls / Do all balls bounce? / Day 1         Balls / Do all balls bounce? / Day 1	Small Group Small Group Small Group Large Group Round Large Group Choice Time Read Aloud
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3         Beginning the Year / What are our rules? / Day 1         Balls / Exploring the Topic / Day 4         Balls / Do all balls bounce? / Day 1         Balls / Do all balls bounce? / Day 1         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5         Balls / Do all balls bounce? / Day 2	Small Group Small Group Small Group Large Group Round Large Group Choice Time Read Aloud Choice Time

# State T	ext Teaching Guides	Time of Day
	Balls / Do all balls roll? / Day 1	Small Group
	Buildings / What is special about our building? / Day 1	Large Group Roundu
	Buildings / Celebrating Learning / Day 2	Read Aloud
	Trees / Exploring the Topic / Day 3	Choice Time
	Trees / Exploring the Topic / Day 3	Large Group Roundu
	Trees / Exploring the Topic / Day 4	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	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 4	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 5	Choice Time
	Clothes / Exploring the Topic / Day 3	Small Group
	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 Round
	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
Extend sequentiar replicate these patt different materials (e.g., on being told replicating the patte	erns using r modes a pattern,	
manipulatives)	Clothes / Where do we get our clothes? / Day 0	Outdoor Experience
	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
Identify the core un sequentially repeat (i.e., that set of cha	ng patterns acteristics or	
items that repeat)	Clothes / How is cloth made? / Day 0	Outdoor Experience
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences

#	State Text	Teaching Guides	Time of Day
		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
	Replicate and extend simple		
	growing (or enlarging) 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,		
	Comparison, and		
<b>M 4</b> M 4.a	Ordering Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.		
	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from		
	the largest to the smallest)	Buildings / Who builds buildings? What tools do they use? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5 Balls / What makes balls move? / Day 1	Large Group Roundup Large Group
			<b>2</b>
		Trees / What food comes from trees? / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Use some appropriate tools to		
	measure different attributes (e.g.,		
	choosing a scale for weight and a cup for volume)	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences
		Buildings / Who builds buildings? What tools do they use? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 1	Choice Time
			Choice Time
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group
		Balls / What makes balls move? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	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
	Use measurement language to		
	describe the attributes of objects		
	(e.g., "This is three-blocks long.")	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences
	long. )	Buildings / Who builds buildings? What tools do they use? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 1	Choice Time
			Choice Time
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group
		Balls / What makes balls move? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	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
	Geometry and Spatial		
M 5	Sense		
	Children learn to identity snapes		
	and their attributes, solve		
	problems using shapes, and		
MEa	explore the positions of objects		
M 5.a	in space. Describe and compare shapes		
	using their attributes (e.g., "a		
	triangle has three sides, but a		
	square has four.")	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Choice Time

Balls / Who uses balls? / Day 0

Outdoor Experiences

#	State Text	Teaching Guides	Time of Day
		Clothes / How do we take care of our clothes? / 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
		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 Roundu
		Buildings / What is special about our building? / Day 2	Read Aloud
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	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
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Mighty Minutes
	Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)	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
		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
		Clothes / What other special clothes do people wear? / Day 1	Large Group
	Build more complex models or buildings, structures, or areas (e.g., their classroom or playground) with three- dimensional shapes, such as		
	building blocks	Buildings / What is special about our building? / Day 2	Read Aloud
		Clothes / How do people make clothes? / Day 3	Large Group
	Correctly name tamiliar snapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and	Clothes / How do people make clothes? / Day 3	Choice Time
	rhombus)	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Choice Time
		Balls / Who uses balls? / Day 0	Outdoor Experiences
		Clothes / How do we take care of our clothes? / 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

# State Text	Teaching Guides	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 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 Roundur
	Buildings / What is special about our building? / Day 2	Read Aloud
	Balls / Do all balls roll? / Day 2	Large Group
	Balls / Who uses balls? / Day 1	Choice Time
	Clothes / How do we take care of our clothes? / Day 3	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
	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
Correctly name some three- dimensional shapes (e.g., cube,		
cone, cylinder)	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
	Clothes / How do we take care of our clothes? / 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 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 Roundur
	Buildings / What is special about our building? / Day 2	Read Aloud
	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
	Clothes / What other special clothes do people wear? / Day 2	Mighty Minutes
Understand and use language related to directionality, order, and the position of objects, such as "up, ""down," "in front," and		
"behind"	Clothes / Exploring the Topic / Day 0	Outdoor Experiences

#	State Text	Teaching Guides	Time of Day
		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
	Science		
	48 Months		
	Scientific Inquiry and		
S 1	Application		
• ·	Children learn to plan for and		
	carry out investigations and		
	collect, evaluate, and		
S 1.a	communicate information.		
	Make increasingly complex		
	observations about objects and		
	events in their environment (e.g.,		
	noticing patterns in events or		
	identifying attributes of objects		
	that are similar and/or different)	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
		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 / Exploring the Topic / Day 4	Choice Time
		Balls / Exploring the Topic / Day 4	Read Aloud
		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 / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Small 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	Teaching Guides	Time of Day
	Balls / Do all balls roll? / Day 1	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 2	Read Aloud
	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 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
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Balls / Do all balls roll? / Day 1	Small Group
	Buildings / What are buildings made of? What makes them strong? / Day 5	Mighty Minutes
	Buildings / What is special about our building? / Day 3	Large Group
	Balls / Do all balls roll? / Day 2	Large Group
	Buildings / What happens inside buildings? / Day 1	Choice Time
	Balls / Do all balls roll? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 3	Choice Time
	Trees / Exploring the Topic / Day 2	Large Group
	Trees / Exploring the Topic / 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 / What are the characteristics of the trees in our community? / Day 3	Small Group
	Trees / Who lives in trees? / Day 1	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 / 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	Choice Time
	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 2	Large Group
	Clothes / Exploring the Topic / Day 3	Large Group
	Clothes / Exploring the Topic / Day 4	Small Group
	Clothes / What are the features of clothes? / Day 5	Small Group

# State Text	Teaching Guides	Time of Day
	Clothes / How do we take care of our clothes? / Day 1	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 1 Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Choice Time
	Clothes / How do we take care of our clothes? / Day 2	Large Group Roundup
	Clothes / How do people make clothes? / Day 3	Small Group
	Clothes / How is cloth made? / Day 1	Large Group
	Clothes / How is cloth made? / Day 1	Choice Time
	Clothes / How is cloth made? / Day 3	Large Group
	Clothes / Celebrating Learning / Day 2	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 / Exploring the Topic / Day 3	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
	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
Make simple predictions	and	
plans to carry out invest	gations 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
	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
	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
	Trees / Exploring the Topic / Day 2	Large Group
		Choice Time
	Balls / Do all balls roll? / Day 3	Choice Time

# State Text	Teaching Guides	Time of Day
	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 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
Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall		
structure that doesn't fall down)	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 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 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 2	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 1	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		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
	Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier)	Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Choice Time
		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 happens inside buildings? / Day 1	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 3	Choice Time
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / How is cloth made? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
	Knowledge of Science		
S 2	Concepts Children explore the		
S 2.a	characteristic of objects and materials that are living, non- living, man-made, or naturally occurring.		
5 2.a	Demonstrate an understanding of the differences between living		
	and non-living things	Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Trees / Celebrating Learning / Day 0	Outdoor Experiences
		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	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 3	Small 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 3	Choice Time
		Trees / Who lives in trees? / Day 3	Small Group
		Trees / Who takes care of trees? / Day 1	Large Group

# State Text	Teaching Guides	Time of Day
	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 / 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
Describe how living things		
change over time	Trees / Who lives in trees? / Day 0	Outdoor Experiences
	Trees / What are the characteristics of the trees in our community? / Day 3	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 3	Choice Time
	Trees / Who lives in trees? / Day 3	Small 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 3	Large Group
	Trees / Who takes care of trees? / Day 3	Read Aloud
	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
Understand the characteristic		
and differences between habi	itats	
for people and habitats for animals	Trees / Who lives in trees? / Day 0	Outdoor Experiences
aninais	Trees / Who lives in trees? / Day 0	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 2	
		Large Group Choice Time
	Trees / Who lives in trees? / Day 3 Trees / Who lives in trees? / Day 3	Small Group
		Read Aloud
	Trees / Who lives in trees? / Day 4 Trees / Who lives in trees? / Day 5	Large Group
		<b>.</b> .
	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	Choice Time

# State Text	Teaching Guides	Time of Day
	Trees / Who takes care of trees? / Day 3	Large Group
	Trees / Who takes care of trees? / Day 3	Read Aloud
Investigate the properties of natural elements and provide		
simple descriptions	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	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
	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 4	Choice Time
	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 Roundur
	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	Read Aloud
	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
	Buildings / What is special about our building? / Day 3	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
	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	Choice Time
	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 4	Small Group

# State Text	Teaching Guides	Time of Day
	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
Use observable characteristics		
to describe and categorize		
physical objects and materials based on differences or		
similarities	Balls / Exploring the Topic / Day 2	Choice Time
Similarities	Balls / Exploring the Topic / Day 2	Small Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	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 Experience
	Clothes / Exploring the Topic / Day 0	Outdoor Experience
	Balls / What are balls made of? / Day 4	Choice Time
	Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experience
	Trees / What are the characteristics of the trees in our community? / Day 0	
	Trees / What are the characteristics of the trees in our community? / Day 0 Trees / What food comes from trees? / Day 0	Outdoor Experienc
		Outdoor Experienc Choice Time
	Balls / Exploring the Topic / Day 3	
	Balls / Exploring the Topic / Day 4	Choice Time
	Balls / Exploring the Topic / Day 4	Read Aloud
	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 / Exploring the Topic / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 3	Small 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 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 Round

# State Text	Teaching Guides	Time of Day
	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	Read Aloud
	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 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
	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
	Balls / Do all balls roll? / Day 1	Small Group
	Buildings / What are buildings made of? What makes them strong? / Day 5	Mighty Minutes
	Buildings / What is special about our building? / Day 3	Large Group
	Balls / Do all balls roll? / Day 2	Large Group
	Buildings / What happens inside buildings? / Day 1	Choice Time
	Balls / Do all balls roll? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 3	Choice Time
	Trees / Exploring the Topic / Day 2	Large Group
	Trees / Exploring the Topic / 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 / What are the characteristics of the trees in our community? / Day 3	Small Group
	Trees / Who lives in trees? / Day 1	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 / 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	Choice Time
	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 2	Large Group
	Clothes / Exploring the Topic / Day 3	Large Group
	Clothes / Exploring the Topic / Day 4	Small Group
	Clothes / What are the features of clothes? / Day 5	Small Group
	Clothes / How do we take care of our clothes? / Day 1	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

#	State Text	Teaching Guides	Time of Day
		Clothes / How do we take care of our clothes? / Day 2	Large Group Roundup
		Clothes / How do people make clothes? / Day 3	Small Group
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / How is cloth made? / Day 1	Choice Time
		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / Celebrating Learning / Day 2	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 / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
		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
	60 Months		
	Scientific Inquiry and		
<b>S 1</b> S 1.a	Application Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.		
	Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording		
	how much they eat)	Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 3	Small Group
		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	Small 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 happens inside buildings? / Day 1	Choice Time
		Buildings / Celebrating Learning / Day 1	Choice Time

# State Text	Teaching Guides	Time of Day
	Buildings / Celebrating Learning / Day 1	Choice Time
	Trees / Exploring the Topic / Day 2	Small Group
	Trees / Who takes care of trees? / Day 4	Small Group
	Trees / How do trees change? / Day 5	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 3	Choice Time
	Balls / Who uses balls? / Day 2	Choice Time
	Clothes / How is cloth made? / Day 1	Large Group
	Clothes / How is cloth made? / Day 3	Choice Time
Engage in elements of the	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, an	d	
communicating outcomes	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
	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
	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
	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

#	State Text	Teaching Guides	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 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 1	Large Group Roundup
		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
		Clothes / How is cloth made? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
	attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the		
	new one will float)	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
		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
		Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
		Trees / What food comes from trees? / 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 3	Choice Time
		Balls / Do all balls bounce? / Day 1	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
		Balls / Do all balls bounce? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	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 2	Choice Time

#	State Text	Teaching Guides	Time of Day
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	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 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
		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
		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
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	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	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group
		Clothes / How is cloth made? / Day 1	Choice Time
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	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
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Small Group
	Knowledge of Science		
S 2	Concepts		
	Children explore the		
	characteristic of objects and		
	materials that are living, non-		
S 2.a	living, man-made, or naturally occurring.		
J 2.d	Describe the characteristics that		
	define living things	Trees / Who lives in trees? / Day 0	Outdoor Experiences

State Text	Teaching Guides	Time of Day
	Trees / Celebrating Learning / Day 0	Outdoor Experiences
	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	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 3	Small 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 3	Choice Time
	Trees / Who lives in trees? / Day 3	Small Group
	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 / 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
Observe the similarities, differences, and categories plants and animals	Trees / Who lives in trees? / Day 0	Outdoor Experiences
L		
	Trees / Celebrating Learning / Day 0	Outdoor Experiences
	Trees / Celebrating Learning / Day 0       Trees / Exploring the Topic / Day 3	Outdoor Experiences Large Group
		-
	Trees / Exploring the Topic / Day 3	Large Group
	Trees / Exploring the Topic / Day 3           Trees / What are the characteristics of the trees in our community? / Day 2	Large Group Large Group
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3	Large Group Large Group Large Group
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3	Large Group Large Group Large Group Choice Time Small Group Large Group
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3	Large Group Large Group Large Group Choice Time Small Group
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 5	Large Group Large Group Large Group Choice Time Small Group Large Group
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5	Large Group Large Group Large Group Choice Time Small Group Large Group Read Aloud
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / Who lives in trees? / Day 1         Trees / Who lives in trees? / Day 2         Trees / Who lives in trees? / Day 2	Large Group Large Group Large Group Choice Time Small Group Large Group Read Aloud Choice Time
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / Who lives in trees? / Day 1         Trees / Who lives in trees? / Day 2	Large Group         Large Group         Large Group         Choice Time         Small Group         Large Group         Choice Time         Choice Time         Large Group         Choice Time         Large Group
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / Who lives in trees? / Day 1         Trees / Who lives in trees? / Day 2         Trees / Who lives in trees? / Day 2	Large Group         Large Group         Large Group         Choice Time         Small Group         Large Group         Read Aloud         Choice Time         Large Group         Read Aloud         Choice Time         Large Group         Read Aloud         Choice Time         Large Group         Read Aloud
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / Who lives in trees? / Day 1         Trees / Who lives in trees? / Day 2         Trees / Who lives in trees? / Day 2         Trees / Who lives in trees? / Day 3	Large Group         Large Group         Large Group         Choice Time         Small Group         Large Group         Read Aloud         Choice Time         Large Group         Read Aloud         Choice Time         Large Group         Read Aloud         Large Group         Large Group         Large Group         Read Aloud         Large Group         Read Aloud         Large Group
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / Who lives in trees? / Day 1         Trees / Who lives in trees? / Day 2         Trees / Who lives in trees? / Day 2         Trees / Who lives in trees? / Day 3         Trees / Who lives in trees? / Day 3	Large Group         Large Group         Large Group         Choice Time         Small Group         Large Group         Read Aloud         Choice Time         Large Group         Read Aloud         Choice Time         Large Group         Read Aloud         Large Group         Read Aloud         Large Group         Choice Time         Choice Time         Choice Time
	Trees / Exploring the Topic / Day 3         Trees / What are the characteristics of the trees in our community? / Day 2         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 3         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / What are the characteristics of the trees in our community? / Day 5         Trees / Who lives in trees? / Day 1         Trees / Who lives in trees? / Day 2         Trees / Who lives in trees? / Day 2         Trees / Who lives in trees? / Day 3         Trees / Who lives in trees? / Day 3         Trees / Who lives in trees? / Day 3         Trees / Who lives in trees? / Day 3	Large Group         Large Group         Choice Time         Small Group         Large Group         Read Aloud         Choice Time         Large Group         Read Aloud         Large Group         Choice Time         Large Group         Read Aloud         Large Group         Small Group         Choice Time         Small Group
	Trees / Exploring the Topic / Day 3Trees / What are the characteristics of the trees in our community? / Day 2Trees / What are the characteristics of the trees in our community? / Day 3Trees / What are the characteristics of the trees in our community? / Day 3Trees / What are the characteristics of the trees in our community? / Day 3Trees / What are the characteristics of the trees in our community? / Day 3Trees / What are the characteristics of the trees in our community? / Day 5Trees / What are the characteristics of the trees in our community? / Day 5Trees / What are the characteristics of the trees in our community? / Day 5Trees / Who lives in trees? / Day 1Trees / Who lives in trees? / Day 2Trees / Who lives in trees? / Day 2Trees / Who lives in trees? / Day 3Trees / Who lives in trees? / Day 3	Large Group         Large Group         Large Group         Choice Time         Small Group         Large Group         Read Aloud         Choice Time         Large Group         Read Aloud         Large Group         Read Aloud         Large Group         Read Aloud         Large Group         Read Aloud         Large Group         Choice Time         Small Group         Large Group         Large Group

# State Text	Teaching Guides	Time of Day
	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 / Who takes care of trees? / Day 4	Small Group
	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
Ask and answer questions a changes in the appearance, behavior, and habitats of liv	,	
things	Trees / Who lives in trees? / Day 0	Outdoor Experiences
	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 3	Choice Time
	Trees / Who lives in trees? / Day 3	Small 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 / 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
Use increasingly complex vocabulary to describe natu elements		Large Group
elements	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2           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
	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

# State Text	Teaching Guides	Time of Day
	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 4	Choice Time
	Beginning the Year / When do things happen at school? / Day 3	Read Aloud
	Buildings / Exploring the Topic / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 3	Small 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 2	Read Aloud
	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	Mighty Minutes
	Buildings / What is special about our building? / Day 3	Large Group
	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
	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	Choice Time
	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 2	Large Group
	Clothes / Exploring the Topic / Day 4	Small Group
	Clothes / How do people make clothes? / Day 3	Small Group
	Clothes / How is cloth made? / Day 1	Large Group
	Clothes / How is cloth made? / Day 3	Large Group
	Clothes / Celebrating Learning / Day 2	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

State Text	Teaching Guides	Time of Day
	Reduce, Reuse, Recycle / Exploring the Topic / Day 3	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
Differentiate between natural and		
man-made materials	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
	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 Experience
	Clothes / Exploring the Topic / Day 0	Outdoor Experience
	Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experience
	Trees / What are the characteristics of the trees in our community? / Day 0	Outdoor Experience
	Trees / What food comes from trees? / Day 0	Outdoor Experience
	Balls / Exploring the Topic / Day 4	Choice Time
	Buildings / Exploring the Topic / Day 2	Read Aloud
	Buildings / Exploring the Topic / Day 3	Small 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 Round
	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	Read Aloud
	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
	Buildings / What is special about our building? / Day 3	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
	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
		Choice Time
	Trees / What can we do with parts of trees? / Day 1	
	Trees / What can we do with parts of trees? / Day 1 Trees / What can we do with parts of trees? / Day 1	
	Trees / What can we do with parts of trees? / Day 1 Trees / What can we do with parts of trees? / Day 1 Trees / What can we do with parts of trees? / Day 1	Read Aloud Small Group

# :	State Text	Teaching Guides	Time of Day
		Trees / What can we do with parts of trees? / Day 2	Small 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
	changes that occur in I environment over		
time	i environment over	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
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
physical p the motior	ervations about roperties of objects, n of toys and objects,	Reduce Reuse Recycle / How con we create less trach? / Dou 2	
and chang	les in matter	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	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 / What are balls made of? / Day 4	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 5	Large Group
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / How do trees change? / Day 4	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 1	Read Aloud
		Trees / What can we do with parts of trees? / Day 1	Small Group

#	State Text	Teaching Guides	Time of Day
		Clothes / How do we take care of our clothes? / Day 1	Large Group Roundu
		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
	Social Studies		
	48 Months		
	Self, Family, and		
SS 1	Community		
	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in		
SS 1.a	people.		
	Share information about their family and community	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Choice Time
		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 2 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 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 4 Beginning the Year / What names do we need to know at school? / Day 5	Large Group
		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
		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	Read Aloud
		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 2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day 1	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day 2	Read Aloud
		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	Read Aloud
		Buildings / What is special about our building? / Day 3	Large Group
		Buildings / What happens inside buildings? / Day 3	Small Group

State Text	Teaching Guides	Time of Day
	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 1	Read Aloud
	Trees / Who takes care of trees? / Day 3	Read Aloud
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / How do we take care of our clothes? / Day 3	Large Group
	Clothes / How do we take care of our clothes? / Day 4	Read Aloud
	Clothes / How do people make clothes? / Day 3	Large Group
	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
	Clothes / What special clothes do people wear for work? / Day 1	Large Group
	Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Small 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
	Clothes / What other special clothes do people wear? / Day 1	Large Group
	Clothes / What other special clothes do people wear? / Day 3	Large Group
	Clothes / Celebrating Learning / Day 1	Read Aloud
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group Roundur
Demonstrate an awareness of	······································	
and appreciation for family and		
cultural stories	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	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
	Beginning the Year / When do things happen at school? / Day 1	Read Aloud
	Beginning the Year / When do things happen at school? / Day 3	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Mighty Minutes
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Read Aloud

	Teaching Guides	Time of Day
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Small Group
	Clothes / Celebrating Learning / Day 1	Read Aloud
Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house ")	Reduce Reveals (Herriers we revealingly) (Rev. 5	
-	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Choice Time
	Beginning the Year / What names do we need to know at school? / Day 3	
	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 / What are our rules? / Day 4	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
E	Buildings / Exploring the Topic / Day 2	Choice Time
E	Buildings / Exploring the Topic / Day 3	Large Group
E	Buildings / Exploring the Topic / Day 3	Choice Time
E	Buildings / Who builds buildings? What tools do they use? / Day 4	Choice Time
E	Buildings / What are buildings made of? What makes them strong? / Day 3	Choice Time
E	Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
E	Buildings / What is special about our building? / Day 1	Choice Time
E	Buildings / What is special about our building? / Day 2	Choice Time
Т	Trees / Exploring the Topic / Day 5	Choice Time
т	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
	Clothes / What special clothes do people wear for work? / Day 2	Small 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
Demonstrate an awareness of	Added, Added, Addydio / White dood itadii go. White do workers do there: / Day 1	
group rules and the outcomes of		

# State Text	Teaching Guides	Time of Day
	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 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 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	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
	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 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 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	Teaching Guides	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 Roundup
	Beginning the Year / When do things happen at school? / Day 3	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
	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

# State Text	Teaching Guides	Time of Day
	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 Roundup
	Buildings / Exploring the Topic / Day 4	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 5	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	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
	Clothes / Celebrating Learning / Day 1	Large Group
	Buildings / Celebrating Learning / Day 2	Large Group
	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

# State Text	Teaching Guides	Time of Day
	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
	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
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	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

#	State Text	Teaching Guides	Time of Day
		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
	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in		
	classroom clean-up)	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 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 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	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
		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 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

#	State Text	Teaching Guides	Time of Day
		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	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 Roundup
		Beginning the Year / When do things happen at school? / Day 3	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

# State Text	Teaching Guides	Time of Day
	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
	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 Roundup
	Buildings / Exploring the Topic / Day 4	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 5	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	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
	Clothes / Celebrating Learning / Day 1	Large Group
	Buildings / Celebrating Learning / Day 2	Large Group
	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

#	State Text	Teaching Guides	Time of Day
		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
		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

# State Text	Teaching Guides	Time of Day
	Balls / Who uses balls? / Day 5	Large Group Roundup
	Clothes / Celebrating Learning / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	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 2	Large Group Roundup
Engage in pretend play using	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
objects as representations of something else (e.g., string as a fireman's hose or an empty plat	te	
that serves "dinner")	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 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 / What are the characteristics of the trees in our community? / Day 3	Choice Time
	Trees / Who lives in trees? / Day 4	Choice Time
	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 1	Choice Time
	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

#	State Text	Teaching Guides	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Choice Time
	Identify and ask questions about similarities and differences between personal, family, and		
	cultural characteristics	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	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	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
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Mighty Minutes
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Read Aloud
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	Small Group
		Clothes / Celebrating Learning / Day 1	Read Aloud
	Demonstrate an awareness or and appreciation for personal characteristics (e.g., saying "That man is nice," or "She has		
	red hair.")	Beginning the Year / What names do we need to know 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
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How is cloth made? / 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 3	Read Aloud
		Clothes / Celebrating Learning / Day 1	Read Aloud
SS 2	Self, History, and Geography		
SS 2.a	Children understand the concepts of time (past, present, and future) and place.		

## Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Communicate about personal		
	history (e.g., "When I was little	Destination the Very (What serves do us need to brow at echaple (Dev. 2	
	··)	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	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 4	Choice Time
	Use such words as "today" or "day" and "night"	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	uay and hight	Beginning the Year / When do things happen at school? / Day 3	Large Group
		Trees / How do trees change? / Day 1	Large Group
		Trees / How do trees change? / Day 1	Large Group
			•
		Trees / How do trees change? / Day 4	Read Aloud
	Communicate with increasing	Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	specificity about the location of		
	objects and areas at school and		
	home	Clothes / Exploring the Topic / Day 0	Outdoor Experience
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experience
		Trees / How do trees change? / Day 0	Outdoor Experience
		Beginning the Year / Who works at our school? / Day 2	Read Aloud
		Beginning the Year / Who works at our school? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 3	Small 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
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group
		Buildings / What is special about our building? / Day 1	Large Group
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 2	Read Aloud
		Buildings / What is special about our building? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Large Group
	60 Months		
	Self, Family, and		
SS 1	Community		

#	State Text	Teaching Guides	Time of Day
SS 1.a	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.		
	Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common		
	holiday customs)	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
		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 / What special clothes do people wear for work? / Day 2	Small Group
	Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for example, by acting out family or community	Clothes / Celebrating Learning / Day 1	Read Aloud
	roles and events	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 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 / What are the characteristics of the trees in our community? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Trees / Who lives in trees? / Day 5	Choice Time
		Trees / What food comes from trees? / Day 5	Choice Time

#	State Text	Teaching Guides	Time of Day
		Clothes / Exploring the Topic / Day 1	Choice Time
		Balls / Who uses balls? / Day 2 Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup Choice Time
		Clothes / How do we take care of our clothes? / Day 1 Clothes / How do we take care of our clothes? / Day 2	
		Balls / Who uses balls? / Day 3	Large Group Choice Time
		Clothes / How do people make clothes? / Day 3 Clothes / Where do we get our clothes? / Day 2	Choice Time 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
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Choice Time
	Demonstrate an understanding that "fairness" involves taking		
	turns and sharing roles	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 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 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	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
		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 4	Small Group

# State Text	Teaching Guides	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 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 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 Roundup
	Beginning the Year / When do things happen at school? / Day 3	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

#	State Text	Teaching Guides	Time of Day
		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
		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 Roundup
		Buildings / Exploring the Topic / Day 4	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 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	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
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Exploring the Topic / Day 1	Read Aloud

# State Text	Teaching Guides	Time of Day
	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
	Balls / Who uses balls? / Day 4	Large Group
	Clothes / How is cloth made? / Day 2	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	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
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	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 2	Large Group Roundup
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
Engage in peer conflict resolution with increasing independence	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
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Clothes / What other special clothes do people wear? / Day 1	Large Group Roundup
Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying "That boy is bigger than		
me!")	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 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 / When do things happen at school? / Day 1	Read Aloud
	Beginning the Year / When do things happen at school? / Day 3	Read Aloud
	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Mighty Minutes
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Read Aloud
	Clothes / How do people make clothes? / Day 4	Choice Time

#	State Text	Teaching Guides	Time of Day
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
	Self, History, and		
SS 2			
	Children understand the		
SS 2.a	concepts of time (past, present, and future) and place.		
	Use such terms as "today,"		
	"tomorrow," and "next time"	Designing the Veer (What some do we need to know at exhert) (Dev 2	Read Aloud
	with some accuracy	Beginning the Year / What names do we need to know at school? / Day 3	
		Beginning the Year / When do things happen at school? / Day 3	Large Group
		Trees / How do trees change? / Day 1 Trees / How do trees change? / Day 2	Large Group
		5 <i>j</i>	Large Group
		Trees / How do trees change? / Day 4	Read Aloud
	Use and understand concepts of	Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	"before" and "after"	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
		Trees / How do trees change? / Day 1	Large Group
		Trees / How do trees change? / Day 2	Large Group
		Trees / How do trees change? / Day 4	Read Aloud
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	Recognize the passage of time through day-and-night cycles		
	and through changing seasons	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
		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
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Trees / How do trees change? / Day 1	Large Group
		Trees / How do trees change? / Day 2	Large Group
		Trees / How do trees change? / Day 4	Read Aloud
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they		
	cross on their ride to school)	Beginning the Year / Who works at our school? / Day 2	Read Aloud

State Text	Teaching Guides	Time of Da
	Beginning the Year / Who works at our school? / Day 4	Read Aloud
	Buildings / Exploring the Topic / Day 3	Small 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
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group
	Buildings / What is special about our building? / Day 1	Large Group
	Buildings / What is special about our building? / Day 1	Choice Time
	Buildings / What is special about our building? / Day 2	Read Aloud
	Buildings / What is special about our building? / Day 3	Choice Time
	Buildings / What happens inside buildings? / Day 1	Large Group
	Buildings / What happens inside buildings? / Day 1	Read Aloud
Create drawings of home and		
school	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
	Buildings / Exploring the Topic / Day 2	Large Group
	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
	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 / 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 / Where does trash go? What do workers do there? / Day 1	Large Group
Create simple maps of home school and talk about the thir that are in certain areas (a be	and ngs	
a closet in their bedroom)	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
	Buildings / Exploring the Topic / Day 2	Large Group
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group
	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
	Buildings / What is special about our building? / Day 2	Choice Time
	Buildings / What is special about our building? / Day 3	Choice Time

#	State Text	Teaching Guides	Time of Day
		Trees / Who takes care of trees? / Day 4	Choice Time
		Clothes / What special clothes do people wear for work? / Day 1	Choice Time
		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
	Identify familiar landmarks (police or fire station, grocery store)	Beginning the Year / Who works at our school? / Day 2	Read Aloud
	Identify familiar landmarks (police or fire station, grocery store)	Beginning the Year / Who works at our school? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 3	Small 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
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group
		Buildings / What is special about our building? / Day 1	Large Group
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 2	Read Aloud
		Buildings / What is special about our building? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
	Physical Health and		
	Motor Development		
	48 Months		
	Health and Safety		
PH 1	Practices		
PH 1.a	Children engage in structured and unstructured physical activity.		
	Carry bags or objects over short distances	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 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 2	Read Aloud
PH 1.b	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.		

#	State Text	Teaching Guides	Time of Day
	Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous		
	situation	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 / 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
		Trees / What can we do with parts of trees? / Day 3	Large Group
	Understand the difference between "safe touch" and "unsafe touch," especially if previously instructed	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 / 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
		Trees / What can we do with parts of trees? / Day 3	Large Group
	Tell what the consequences are		
	of unsafe behaviors	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 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 / Who builds buildings? What tools do they use? / Day 5	Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Roundu
		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
	With adult assistance, look both ways before crossing the street	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
PH 1.c	Children develop self-help skills. Help with mealtime routines,		
	such as setting a table	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundur
		Beginning the Year / What names do we need to know at school? / Day 4	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 are our rules? / Day 1	Small Group
		Buildings / Celebrating Learning / Day 2	Large Group

#	State Text	Teaching Guides	Time of Day
		Trees / How do trees change? / Day 3	Large Group Roundup
	Wash and dry hands with verbal		
	prompts and support	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
	Attempt dressing and		
	undressing	Beginning the Year / What names do we need to know at school? / Day 4	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
	Put their shoes on but may need		
	assistance with tying them	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
	Choose their own clothes to wear	Beginning the Year / What names do we need to know at school? / Day 4	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
	Use a toilet	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
	Cover their mouth when		
	coughing		
	Gross Motor		
PH 2	Development		
	Children develop large muscle		
<b>DU O</b>	control, strength, and		
PH 2.a	coordination.		
	Pedal a tricycle Aim and throw a ball overhand		
	toward a target	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 makes balls move? / Day 2	Read Aloud
	Bounce a ball	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
		Dails / Do ail bails bounde: / Day 0	

#	State Text	Teaching Guides	Time of Day
		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 2	Read Aloud
	Hit a stationary ball with a plastic		
	or foam bat	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 makes balls move? / Day 2	Read Aloud
	Use arms and legs in a coordinated manner to "pump" on a swing		
	Jump off a bottom step with two		
	feet	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
	Jump with two feet over small		
	objects	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experience
		Clothes / How do people make clothes? / Day 0	Outdoor Experience
PH 2.b	Children develop traveling skills.		
	Run up to a ball and kick it while		
	maintaining balance	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 2	Read Aloud
	Walk or run around obstacles		
	and corners	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experience
		Clothes / How do people make clothes? / Day 0	Outdoor Experience
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	Walk up and down stairs,	Clathes / Llow do we take some of our clathes? / Dou 0	Outdoor Functiones
	alternating feet	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experience
	Understand the position or	Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experience
	orientation of their body to other objects and people		
	Fine Motor		
PH 3	Development		
PH 3.a	Children develop small-muscle control, strength, and coordination,		
	String small beads onto shoe		Chaire Time
	laces	Balls / Who uses balls? / Day 4	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Choice Time

#	State Text	Teaching Guides	Time of Day
	Continues to fit together manipulatives and connecting	Della / What are halle mode of 2 / Day 4	
	toys (e.g., Legos, bristle blocks)	Balls / What are balls made of? / Day 4	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
		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
		Clothes / Exploring the Topic / Day 3	Choice Time
		Balls / Who uses balls? / Day 4	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 scissors with purpose	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
PH 3.b	Children develop writing and drawing skills.		
	Hold a regular pencil using an		
	adult grip	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 / 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
	Imitate a horizontal and vertical stroke		
	Imitate a drawn cross		
	Imitate a drawn circle		
	Write letter or numeral-like forms	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 Roundur
		Balls / What are balls made of? / Day 4	Read Aloud
		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

#	State Text	Teaching Guides	Time of Day
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		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
	60 Months		
	Health and Safety		
PH 1	Practices		
	Children engage in structured		
	and unstructured physical		
PH 1.a	activity. Increase their amount of play		
	and activity, using more muscles		
	and for longer periods of time		
	(i.e., at least 60 minutes total		
	each day)	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
PH 1.b	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.		
	Follow safety rules with adult		
	assistance	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 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 / Who builds buildings? What tools do they use? / Day 5	Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Roundup

# 5	State Text	Teaching Guides	Time of Day
		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
danger (e.g	symbols or signs for g., poison labels) and	Deduce Device Device (Herride tech and earliers effect our community? (Dev.)	
avoid thos	e objects or areas	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3 Beginning the Year / What names do we need to know at school? / Day 0	Large Group Outdoor Experiences
		Beginning the Year / What harnes do we need to know at school? / Day 0 Beginning the Year / What are our rules? / Day 2	
			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 / 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
		Trees / What can we do with parts of trees? / Day 3	Large Group
		Balls / Who uses balls? / Day 2	Large Group
adult instru	ergency routines after uction	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 / 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
		Trees / What can we do with parts of trees? / Day 3	Large Group
	d the consequences of ng rules related to	F 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 / 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
		Trees / What can we do with parts of trees? / Day 3	Large Group
	evelop self-help skills.		
Help in pre meals	paring snacks and	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
Illeais		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 of scaled at school? / Day 1 Beginning the Year / What are our rules? / Day 1	Small Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Buildings / Celebrating Learning / Day 2	Laige Gloup
		Trees / How do trees change? / Day 3	Large Group Roundup
personal s	te independence in elf-care skills (e.g.,		
washing ha	ands, brushing teeth)	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group
Dress or u	ndress	Beginning the Year / What names do we need to know at school? / Day 4	Small Group

#	State Text	Teaching Guides	Time of Day
		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
	Manage zippers, buttons,		
	buckles, and Velcro	Beginning the Year / What names do we need to know at school? / Day 4	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
	Tell an adult caregiver when tired	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 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
	Gross Motor		
PH 2	Development		
	Children develop large muscle		
	control, strength, and		
PH 2.a	coordination.		
	Catch a small ball with two		
	hands	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 makes balls move? / Day 2	Read Aloud
	Bounce a ball and catch it	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
	Bounce a ball and catch it	Balls / Do all balls bounce? / Day 0 Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences Outdoor Experiences
	Bounce a ball and catch it	Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0	Outdoor Experience: Outdoor Experience:
		Balls / Do all balls bounce? / Day 0 Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences Outdoor Experiences
	Aim and throw a ball with some	Balls / Do all balls bounce? / Day 0 Beginning the Year / What should we do if we get sad or scared at school? / Day 0 Balls / Exploring the Topic / Day 0 Balls / What makes balls move? / Day 2	Outdoor Experience Outdoor Experience Outdoor Experience Read Aloud
		Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0         Balls / What makes balls move? / Day 2         Balls / Do all balls bounce? / Day 0	Outdoor Experiences Outdoor Experiences Outdoor Experiences Read Aloud Outdoor Experiences
	Aim and throw a ball with some	Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0         Balls / What makes balls move? / Day 2         Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences Outdoor Experiences Outdoor Experiences Read Aloud Outdoor Experiences Outdoor Experiences Outdoor Experiences
	Aim and throw a ball with some	Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0         Balls / What makes balls move? / Day 2         Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0         Balls / Exploring the Topic / Day 0	Outdoor Experiences Outdoor Experiences Outdoor Experiences Read Aloud Outdoor Experiences Outdoor Experiences Outdoor Experiences Outdoor Experiences
	Aim and throw a ball with some	Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0         Balls / What makes balls move? / Day 2         Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences Outdoor Experiences Outdoor Experiences Read Aloud Outdoor Experiences Outdoor Experiences Outdoor Experiences
PH 2.b	Aim and throw a ball with some	Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0         Balls / What makes balls move? / Day 2         Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0         Balls / Exploring the Topic / Day 0	Outdoor Experiences Outdoor Experiences Outdoor Experiences Read Aloud Outdoor Experiences Outdoor Experiences Outdoor Experiences Outdoor Experiences
PH 2.b	Aim and throw a ball with some accuracy	Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0         Balls / What makes balls move? / Day 2         Balls / Do all balls bounce? / Day 0         Beginning the Year / What should we do if we get sad or scared at school? / Day 0         Balls / Exploring the Topic / Day 0         Balls / Exploring the Topic / Day 0         Balls / What makes balls move? / Day 2	Outdoor Experiences Outdoor Experiences Outdoor Experiences Read Aloud Outdoor Experiences Outdoor Experiences Outdoor Experiences Outdoor Experiences

#	State Text	Teaching Guides	Time of Day
	Walk along a beam or edge	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
		Clothes / How do people make clothes? / Day 0	Outdoor Experiences
	Gallop	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
	Skip	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
	Run with control and balance,		
	making quick turns without		
	losing speed and quick stops	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
		Clothes / How do people make clothes? / Day 0	Outdoor Experiences
	Demonstrate how their body can	Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	move forward, backward, left and		
	right	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 how their body can		
	move fast or slow	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
	Fine Motor		
PH 3	Development		
-	Children develop small-muscle		
	control, strength, and		
PH 3.a	coordination,		
	Fold a piece of paper with		
	accuracy and symmetry Work a puzzles of up to 10		
	pieces		
	Use simple tools (e.g., stapler,		
	hole punch, scissors, tape		
	dispenser)	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

#	State Text	Teaching Guides	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 / 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 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
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
	Hold paper and begin to cut with		
	scissors along a straight line	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
PH 3.b	Children develop writing and drawing skills.		
	Draw recognizable shapes	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 / Exploring the Topic / Day 2	Large Group
		Buildings / Exploring the Topic / Day 2	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
		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 / 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

	rite some letters and numerals	Teaching Guides         Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1         Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2         Reduce, Reuse, Recycle / How can we create less trash? / Day 1         Reduce, Reuse, Recycle / How can we create less trash? / Day 3         Reduce, Reuse, Recycle / Celebrating Learning / Day 2         Balls / What are balls made of? / Day 4         Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3         Buildings / What is special about our building? / Day 3         Buildings / What happens inside buildings? / Day 2         Buildings / What happens inside buildings? / Day 2         Buildings / What happens inside buildings? / Day 4	Time of Day         Large Group         Choice Time         Choice Time         Choice Time         Large Group Roundup         Read Aloud         Choice Time         Large Group Roundup         Read Aloud         Large Group Roundup         Large Group Roundup         Large Group Roundup         Choice Time         Choice Time         Choice Time         Large Group Roundup         Choice Time         Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 1 Reduce, Reuse, Recycle / How can we create less trash? / Day 3 Reduce, Reuse, Recycle / Celebrating Learning / Day 2 Balls / What are balls made of? / Day 4 Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3 Buildings / What is special about our building? / Day 3 Buildings / What happens inside buildings? / Day 2 Buildings / Celebrating Learning / Day 1	Choice Time Choice Time Large Group Roundup Read Aloud Choice Time Large Group Roundup Large Group Roundup Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day 1 Reduce, Reuse, Recycle / How can we create less trash? / Day 3 Reduce, Reuse, Recycle / Celebrating Learning / Day 2 Balls / What are balls made of? / Day 4 Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3 Buildings / What is special about our building? / Day 3 Buildings / What happens inside buildings? / Day 2 Buildings / Celebrating Learning / Day 1	Choice Time Choice Time Large Group Roundup Read Aloud Choice Time Large Group Roundup Large Group Roundup Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3 Reduce, Reuse, Recycle / Celebrating Learning / Day 2 Balls / What are balls made of? / Day 4 Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3 Buildings / What is special about our building? / Day 3 Buildings / What happens inside buildings? / Day 2 Buildings / Celebrating Learning / Day 1	Choice Time Large Group Roundup Read Aloud Choice Time Large Group Roundup Large Group Roundup Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2 Balls / What are balls made of? / Day 4 Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3 Buildings / What is special about our building? / Day 3 Buildings / What happens inside buildings? / Day 2 Buildings / Celebrating Learning / Day 1	Large Group Roundup Read Aloud Choice Time Large Group Roundup Large Group Roundup Read Aloud
		Balls / What are balls made of? / Day 4 Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3 Buildings / What is special about our building? / Day 3 Buildings / What happens inside buildings? / Day 2 Buildings / Celebrating Learning / Day 1	Read Aloud Choice Time Large Group Roundup Large Group Roundup Read Aloud
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3 Buildings / What is special about our building? / Day 3 Buildings / What happens inside buildings? / Day 2 Buildings / Celebrating Learning / Day 1	Choice Time Large Group Roundup Large Group Roundup Read Aloud
		Buildings / What is special about our building? / Day 3 Buildings / What happens inside buildings? / Day 2 Buildings / Celebrating Learning / Day 1	Large Group Roundup Large Group Roundup Read Aloud
		Buildings / What happens inside buildings? / Day 2 Buildings / Celebrating Learning / Day 1	Large Group Roundup Read Aloud
		Buildings / Celebrating Learning / Day 1	Read Aloud
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 4	Read Aloud
		Clothes / What are the features of clothes? / Day 2	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
	ocial and Emotional evelopment		
	8 Months		
R	elationships with		
	thers		
en: wh	nildren develop trust in and gage positively with adults no are familiar and consistently		
	esent in children's lives. ek approval from adults		

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Separate from trusted adults		
	with minimal distress when in		
	familiar settings or with familiar	Reduce Revise Results / Hewcon we revealignt/2 / Rev 2	Choice Time
	and trusted adults	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
		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
		Beginning the Year / Who works at our school? / Day 2	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 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 / 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
E 1.b	Children engage in positive relationships and interactions with other children.		

materials       Balls / Exploring the Topic / Day 2       Large Group         Image: Second Sec	# State Text	Teaching Guides	Time of Day
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 reuse junk? / Day 2       Large Group         Reduce, Reuse, Recycle / How can we reuse junk? / Day 4       Large Group         Reduce, Reuse, Recycle / How can we reuse junk? / Day 4       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 create less trash? / Day 3       Large Group         Reduce, Reuse, Recycle / How can we create less trash? / Day 3       Large Group         Reduce, Reuse, Recycle / Celebrating Learning / Day 1       Large Group         Reduce, Reuse, Recycle / Celebrating Learning / Day 1       Large Group         Clothes / How is cloth made? / Day 0       Outdoor Expu         Beginning the Year / What names do we need to know at school? / Day 3       Small Group         Beginning the Year / What should we do if we get ador cscared at school? / Day 1       Small Group         Beginning the Year / What should we do if we get ador cscared at school? / Day 1       Small Group         Beginning the Year	Share and take turns using materials	Balls / Exploring the Topic / 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 reuse junk? / Day 4       Large Group         Reduce, Reuse, Recycle / How can we reuse junk? / Day 4       Large Group         Reduce, Reuse, Recycle / How can we reuse junk? / Day 4       Large Group         Reduce, Reuse, Recycle / How can we reuse junk? / Day 1       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 / Celebrating Learning / Day 1       Large Group         Reduce, Reuse, Recycle / Celebrating Learning / Day 1       Large Group         Clothes / How is cloth made? / Day 0       Outdoor Exp         Deginning the Year / What names do we need to know at school? / Day 3       Small Group         Beginning the Year / What rames do we need to know at school? / Day 1       Small Group         Beginning the Year / What rame our urles? / Day 1       Small Group         Beginning the Year / What rame our urles? / Day 1       Small Group         Beginning the Year / What rame our urles? / Day 1       Large Group         Beginning the Year / When do things happen at school? / Day 1       Large Group <tr< td=""><td></td><td>Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4</td><td>Large Group Roundup</td></tr<>		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Roundup
Reduce, Reuse, Recycle / How can we reuse junk? / Day 2       Large Group         Reduce, Reuse, Recycle / How can we reuse junk? / Day 4       Large Group         Reduce, Reuse, Recycle / How can we reuse junk? / Day 1       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 create less trash? / Day 3       Large Group         Reduce, Reuse, Recycle / Celebrating Learning / Day 1       Large Group         Clothes / How is cloth made? / Day 0       Outdoor Exp         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 1       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 are our rules? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       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 1       Large Group         Beginning the Year / Who works at our school? / Day 3       Large Group <td></td> <td>Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2</td> <td>Large Group Roundup</td>		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Roundup
Reduce, Reuse, Recycle / How can we reuse junk? / Day 4       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 create less trash? / Day 3       Large Group         Reduce, Reuse, Recycle / Celebrating Learning / Day 1       Large Group         Trees / What can we do with parts of trees? / Day 4       Large Group         Clothes / How is cloth made? / Day 0       Outdoor Expe         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 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         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         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         Beginning the Year / When do things happen at school? / Day 1       Large Group <td></td> <td>Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3</td> <td>Large Group Roundup</td>		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group Roundup
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 create less trash? / Day 3       Large Group         Reduce, Reuse, Recycle / Celebrating Learning / Day 1       Large Group         Trees / What can we do with parts of trees? / Day 4       Large Group         Clothes / How is cloth made? / Day 0       Outdoor Exp         Beginning the Year / What names do we need to know at school? / Day 3       Small Group         Beginning the Year / What should we do if we get sad or scared at school? / Day 4       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         Beginning the Year / What should we do if we get sad or scared at school? / Day 1       Small Group         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         Beginning the Year / When do we make and keep friends? How can we be part of a group? / Day 3       Large Group         Beginning the Year / Who works at our school? / Day 3       Large Group         Beginning the Year / Who do we make and keep friends? How can we be part of a group? / Day 3       Large Group		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
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 / Celebrating Learning / Day 1       Large Group         Trees / What can we do with parts of trees? / Day 4       Large Group         Clothes / How is cloth made? / Day 0       Outdoor Expt         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 should we do if we get sad or scared at school? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         Beginning the Year / What on things happen at school? / Day 1       Small Group         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         Beginning the Year / Who works at our school? / Day 3       Large Group         Beginning the Year / Who works at our school? / Day 3       Large Group         Beginning the Year / Who works at our school? / Day 3       Large Group         Beginning the Year / Who works at our school? Mere do they come from? / Day 3       Large Gr		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
Reduce, Reuse, Recycle / How can we create less trash? / Day 3       Large Group         Reduce, Reuse, Recycle / Celebrating Learning / Day 1       Large Group         Trees / What can we do with parts of trees? / Day 4       Large Group         Clothes / How is cloth made? / Day 0       Outdoor Expe         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         Beginning the Year / What are our rules? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         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         Beginning the Year / When do twe 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 3       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 5       Large Group <td></td> <td>Reduce, Reuse, Recycle / How can we create less trash? / Day 1</td> <td>Large Group Roundup</td>		Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
Reduce, Reuse, Recycle / Celebrating Learning / Day 1       Large Group         Trees / What can we do with parts of trees? / Day 4       Large Group         Clothes / How is cloth made? / Day 0       Outdoor Expe         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 should we do if we get sad or scared at school? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         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         Beginning the Year / When do things happen at school? / Day 1       Large Group         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 1       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 / 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 <td></td> <td>Reduce, Reuse, Recycle / How can we create less trash? / Day 2</td> <td>Large Group Roundup</td>		Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group Roundup
Trees / What can we do with parts of trees? / Day 4       Large Group         Clothes / How is cloth made? / Day 0       Outdoor Expt         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 4       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 are our rules? / Day 1       Small Group         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         Beginning the Year / When do things happen at school? / Day 1       Large Group         Beginning the Year / Who works at our school? / Day 3       Large Group         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       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 5       Lar		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Roundup
Clothes / How is cloth made? / Day 0       Outdoor Experiment         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 should we do if we get sad or scared at school? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         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         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         Beginning the Year / When do things happen at school? / Day 1       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         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 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 fro		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	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 4       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 are our rules? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         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         Beginning the Year / When do things happen at school? / Day 1       Large Group         Beginning the Year / Who works at our school? / Day 3       Large Group         Beginning the Year / Who works at our school? / Day 3       Large Group         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 1       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 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come f			Large Group Roundup
Beginning the Year / What names do we need to know at school? / Day 4       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 are our rules? / Day 1       Small Group         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         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         Beginning the Year / When do things happen at school? / Day 3       Large Group         Beginning the Year / Who works at our school? / Day 3       Large Group         Beginning the Year / Who 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 3       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 4       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group		Clothes / How is cloth made? / Day 0	Outdoor Experiences
Beginning the Year / What should we do if we get sad or scared at school? / Day 1       Small Group         Beginning the Year / What are our rules? / Day 1       Small Group         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         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         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 1       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 / 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         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 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5		Beginning the Year / What names do we need to know 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 1       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 1       Large Group         Beginning the Year / When do things happen at school? / Day 1       Large Group         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 1       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 / 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         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 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5 <td></td> <td>Beginning the Year / What names do we need to know at school? / Day 4</td> <td>Small Group</td>		Beginning the Year / What names do we need to know at school? / Day 4	Small Group
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         Beginning the Year / Who works at our school? / Day 3       Large Group         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 1       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 / 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         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 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Buildings / Exploring the Topic / Day 2       Large Group		Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
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         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 1       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 / 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 3       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 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Buildings / Exploring the Topic / Day 2       Large Group		Beginning the Year / What are our rules? / Day 1	Small Group
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 1       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 / 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         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         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 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Buildings / Exploring the Topic / Day 2       Large Group			
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 3       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       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 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Buildings / Exploring the Topic / Day 2       Large Group		Beginning the Year / When do things happen at school? / Day 1	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 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       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Buildings / Exploring the Topic / Day 2       Large Group			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 4       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 5       Large Group         Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Buildings / Exploring the Topic / Day 2       Large Group		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 / 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 5       Large Group         Buildings / Exploring the Topic / Day 2       Large Group		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 / What sounds do we hear at school? Where do they come from? / Day 5       Large Group         Buildings / Exploring the Topic / Day 2       Large Group		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group Roundup
Buildings / Exploring the Topic / Day 2 Large Group		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 4	Large Group Roundup
			Large Group Roundup
Buildings / Exploring the Topic / Day 2		Buildings / Exploring the Topic / Day 2	Large Group
		Buildings / Exploring the Topic / Day 2	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		Buildings / Exploring the Topic / Day 3	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 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / What is special about our building? / Day 2	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / What are the characteristics of the trees in our community? / Day 3	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group
		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
		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

# State Text	Teaching Guides	Time of Day
	Clothes / Celebrating Learning / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	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 2	Large Group Roundup
Suggest solutions to conflicts,	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
with adult guidance and assistance	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
	Buildings / What happens inside buildings? / Day 2	Large Group Roundup
	Clothes / What other special clothes do people wear? / Day 1	Large Group Roundup
Initiate play and conversations		
with other children	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 4	Large Group
	Beginning the Year / Who works at our school? / Day 2	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 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

# State Text	Teaching Guides	Time of Day
	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 / Who takes care of trees? / Day 3	Choice Time
	Trees / Who takes care of trees? / Day 4	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
	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
Participate in pretend play with other children	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 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

#	State Text	Teaching Guides	Time of Day
		Buildings / What happens inside buildings? / 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 4	Choice Time
		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 1	Choice Time
		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
	Express how another child or		
	storybook character might feel	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 should we do if we get sad or scared at school? / Day 3	Large Group
		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 5	Choice Time
	Notice and show concern for		
	peers' feelings	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 / 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 5	Choice Time
	Comfort peers when they are hurt or upset, with adult		
	guidance and assistance	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 / 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 5	Choice Time
SE 2	Sense of Self		
	Children develop an awareness of themselves as an individual with unique thoughts, feelings,		
SE 2.a	and perspectives.		

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is		
	black.")	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 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 / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Mighty Minutes
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Read Aloud
		Clothes / How do people make clothes? / Day 4	Choice Time
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
	Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas,		
	and feelings.	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 4	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 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Mighty Minutes
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Read Aloud
	Demonstrate an awareness of their own likes and preferences	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	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 4	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Large Group Roundu
		Clothes / How do people make clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group
		Clothes / Celebrating Learning / Day 2	Choice Time
SE 2.b	Children develop the confidence to complete an action successfully or independently.		
	Choose materials and activities	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 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 are our rules? / Day 4	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group
		Clothes / Celebrating Learning / Day 2	Choice Time
	Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)	Balls / Exploring the Topic / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
		Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		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 / Exploring the Topic / Day 5	Large Group
		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

#	State Text	Teaching Guides	Time of Day
		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 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Buildings / Celebrating Learning / Day 2	Choice Time
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 5	Large Group Roundup
		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 / Who takes care of trees? / Day 4	Large Group
		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
		Trees / Celebrating Learning / Day 1	Large Group
		Trees / Celebrating Learning / Day 1	Choice Time
		Trees / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 4	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Choice Time
		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

#	State Text	Teaching Guides	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
SE 3	Self-regulation		
SE 3.a	Children develop the ability to express and regulate their own emotions.		
	Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn		
	for a favored toy)	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
		Buildings / What happens inside buildings? / Day 5	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
	Can express emotions using words, signs, or other		
	communication methods	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	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 3	Read Aloud
		Beginning the Year / What names do we need to know at school? / Day 4	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 3	Large Group
		Balls / Do all balls bounce? / Day 2	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
		Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	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

#	State Text	Teaching Guides	Time of Day
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Small Group
		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 4	Small Group
		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
	Take pride in their accomplishments	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 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
	Continue to use physical ways o expressing themselves when their feelings are intense (e.g.,	f	
	throwing things, pounding)	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
		Buildings / What happens inside buildings? / Day 5	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
SE 3.b	Children develop the ability to control impulses.		

¥	State Text	Teaching Guides	Time of Day
	Usually follow classroom rules		
	and expectations	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
		Trees / What are the characteristics of the trees in our community? / 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 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group
		Beginning the Year / When do things happen at school? / 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 / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Round
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
	Adjust to changes in routines		
	and activities	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 Experience
		Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experience
		Trees / What are the characteristics of the trees in our community? / Day 0	Outdoor Experience
		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

#	State Text	Teaching Guides	Time of Day
		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 4	Large Group
		Beginning the Year / When do things happen at school? / 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 / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
	Ask or wait for adult permission before doing something they are unsure about	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
		Trees / What are the characteristics of the trees in our community? / 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 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group
		Beginning the Year / When do things happen at school? / 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

# State Text	Teaching Guides	Time of Day
	Clothes / What are the features of clothes? / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 5	Large Group
	Clothes / Where do we get our clothes? / Day 2	Large Group
	Balls / Who uses balls? / Day 4	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Balls / Who uses balls? / Day 5	Large Group
Use materials with purpose, safety, and respect	Balls / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Roundur
	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 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundu
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundu
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group Roundu
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Roundu
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundu
	Trees / What can we do with parts of trees? / Day 4	Large Group Roundu
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundu
	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 4	Large Group Roundu
	Beginning the Year / What names do we need to know at school? / Day 5	Large Group Roundu
	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / What are our rules? / Day 5	Large Group Roundu
	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 Roundu

#	State Text	Teaching Guides	Time of Day
		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 1	Large Group
		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 / 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 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 5	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
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Balls / What makes balls move? / Day 1	Large Group
		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 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

#	State Text	Teaching Guides	Time of Day
		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
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	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 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a		
	computer)	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
		Trees / What are the characteristics of the trees in our community? / 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 Beginning the Year / What names do we need to know at school? / Day 2	Small Group Small Group
		Beginning the Year / What names do we need to know at school? / Day 2 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	Small Group
		Beginning the Year / What names do we need to know at school? / Day 4	Small Group
			Cinal Cloup

# State Text	Teaching Guides	Time of Day
	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 3	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Buildings / Who builds buildings? What tools do they use? / Day 3	Choice Time
	Balls / Who uses balls? / Day 2	Large Group
	Clothes / What are the features of clothes? / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 5	Large Group
	Clothes / Where do we get our clothes? / Day 2	Large Group
	Balls / Who uses balls? / Day 4	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Balls / Who uses balls? / Day 5	Large Group
Stop an engaging activity to transition to another less desirable activity with adult		
guidance and support	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
	Trees / What are the characteristics of the trees in our community? / 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 3	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Beginning the Year / When do things happen at school? / 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

#	State Text	Teaching Guides	Time of Day
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
	60 Months		
	Relationships with		
SE 1	Others		
	Others		
	Children develop trust in and		
	engage positively with adults		
054	who are familiar and consistently		
SE 1.a	present in children's lives. Maintain well-being while apart		
	from parents or primary		
	caretakers when in familiar		
	settings or with familiar and		
	trusted adults	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
		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
		Beginning the Year / Who works at our school? / Day 2	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 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

#	State Text	Teaching Guides	Time of Day
		Trees / How do trees change? / Day 4	Choice Time
		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
	Have a close relationship with a		
	consistent non-parental caregiver, showing interest in		
	the adult's feelings, preferences,		
	and well-being and sharing their		
	experiences	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
	•	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
		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
		Beginning the Year / Who works at our school? / Day 2	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

State Text	Teaching Guides	Time of Da
	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
interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
(including tarm tarting)	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
	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
	Beginning the Year / Who works at our school? / Day 2	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

#	State Text	Teaching Guides	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	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
	Children engage in positive		
	relationships and interactions		
SE 1.b	with other children.		
	Make decisions with other children, with adult guidance and		
	assistance	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 4	Large Group
		Beginning the Year / Who works at our school? / Day 2	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 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
			-a.go 0.00

State Text	Teaching Guides	Time of Day
	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 / Who takes care of trees? / Day 3	Choice Time
	Trees / Who takes care of trees? / Day 4	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
	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
Demonstrate consideration for and cooperation with other		
children	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

# State Text	Teaching Guides	Time of Day
	Beginning the Year / What names do we need to know at school? / Day 4	Large Group
	Beginning the Year / Who works at our school? / Day 2	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 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 / 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 / Who takes care of trees? / Day 3	Choice Time
	Trees / Who takes care of trees? / Day 4	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
	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

# State Text	Teaching Guides	Time of Day
	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
Prefer to play with one or two special friends	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 / 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 3	Large Group
	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 5	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 5	Choice Time
	Trees / Who lives in trees? / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 5	Choice Time
	Clothes / How is cloth made? / Day 3	Choice Time
Suggest solutions to conflicts	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
	Clothes / What other special clothes do people wear? / Day 1	Large Group Roundu
Demonstrate an ability to		
compromise when working or	Della / Evelavias the Tania / David	Lana Craun Daurdu
playing in a group	Balls / Exploring the Topic / Day 1	Large Group Roundu
	Balls / Exploring the Topic / Day 2	Large Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Roundu
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Roundu
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group Roundu
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Round
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Round
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Round
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group Roundu
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Roundu

# State	Text Teaching Guides	Time of Day
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundu
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
	Trees / What can we do with parts of trees? / Day 4	Large Group Round
	Clothes / How is cloth made? / Day 0	Outdoor Experiences
	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 1	Large Group Round
	Beginning the Year / What names do we need to know at school? / Day 2	Large Group Round
	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	Large Group Round
	Beginning the Year / What names do we need to know at school? / Day 5	Large Group Round
	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 Round
	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group Round
	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Round
	Beginning the Year / What are our rules? / Day 1	Small Group
	Beginning the Year / What are our rules? / Day 1	Large Group Round
	Beginning the Year / What are our rules? / Day 2	Large Group Round
	Beginning the Year / What are our rules? / Day 3	Large Group Round
	Beginning the Year / What are our rules? / Day 4	Large Group Round
	Beginning the Year / What are our rules? / Day 5	Large Group
	Beginning the Year / What are our rules? / Day 5	Large Group Round
	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 Round
	Beginning the Year / When do things happen at school? / Day 2	Large Group Round

# State Te	ext Teaching Guides	Time of Day
	Beginning the Year / When do things happen at school? / Day 3	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	Choice Time
	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
	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
	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	Choice Time
	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
	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	Choice Time
	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

#

State Text

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 / 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 5	Large Group
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	Choice Time
Balls / Do all balls bounce? / Day 3	Large Group Roundup
Buildings / Who builds buildings? What tools do they use? / Day 5	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 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	Large Group
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
Clothes / Celebrating Learning / Day 1	Large Group
Buildings / Celebrating Learning / Day 2	Large Group
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	Choice Time
Trees / Who lives in trees? / Day 2	Large Group Roundup
Trees / Who lives in trees? / Day 3	Choice Time
Trees / Who lives in trees? / Day 4	Large Group
Trees / Who lives in trees? / Day 4	Choice Time
Trees / Who lives in trees? / Day 5	Large Group Roundup

Teaching Guides

Time of Day

# State Text	Teaching Guides	Time of Day
	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	Choice Time
	Trees / What food comes from trees? / Day 5	Large Group Roundup
	Balls / What makes balls move? / Day 2	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 3	Large Group Roundup
	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 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	Choice Time
	Trees / Celebrating Learning / Day 1	Large Group Roundup
	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 3	Large Group Roundup
	Clothes / Exploring the Topic / Day 5	Choice Time
	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
	Balls / Who uses balls? / Day 4	Large Group
	Clothes / How do people make clothes? / Day 5	Large Group Roundup
	Clothes / How is cloth made? / Day 2	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	Clothes / How is cloth made? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 1	Large Group Roundu
	Clothes / Where do we get our clothes? / Day 1	Choice Time
	Clothes / Where do we get our clothes? / Day 3	Large Group Round
	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
	Clothes / What other special clothes do people wear? / Day 1	Large Group Round
	Balls / Who uses balls? / Day 5	Large Group Round
	Clothes / Celebrating Learning / Day 1	Large Group Round
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Round
	Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Round
	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Round
	Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Round
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Round
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Choice Time
Sustain interactions with friends		
for increasing periods of 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 / How do we make and keep friends? How can we be part of a group? / Day 2	Choice Time
	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 3	Large Group
	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 5	Choice Time
	Buildings / Who builds buildings? What tools do they use? / Day 1	Small Group
	Balls / Do all balls roll? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 5	Choice Time
	Trees / Who lives in trees? / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 5	Choice Time
	Clothes / How is cloth made? / Day 3	Choice Time
Successfully enter into play		
when a group of children are		o
already involved	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time

# State	e Text Teaching Guides	Time of Day
	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 4	Large Group
	Beginning the Year / Who works at our school? / Day 2	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 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 / 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 / Who takes care of trees? / Day 3	Choice Time
	Trees / Who takes care of trees? / Day 4	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

#	State Text	Teaching Guides	Time of Day
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 5	Choice Time
		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
	Can predict the causes of other children's emotions (e.g., "she is		
	sad because ")	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 should we do if we get sad or scared at school? / Day 3	Large Group
		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 5	Choice Time
SE 2	Sense of Self		
SE 2.a	of themselves as an individual with unique thoughts, feelings, and perspectives.		
	Differentiate themselves from others based on characteristics they use to describe themselves,		
	such as "shy" or "smart."	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	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 4	Choice Time
		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 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 1	Read Aloud

#	State Text	Teaching Guides	Time of Day
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		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
		Clothes / Celebrating Learning / Day 1	Read Aloud
		Clothes / Celebrating Learning / Day 2	Large Group
		Clothes / Celebrating Learning / Day 2	Choice Time
	Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good		
	climber."	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	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 4	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	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 2	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group
		Clothes / Celebrating Learning / Day 2	Choice Time
SE 2.b	Children develop the confidence to complete an action successfully or independently. Resist nelp and demonstrate a sense of competence (e.g., insisting on dressing		
	themselves, pouring their own		
	juice, etc.)	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 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 of scared at school? / Day 2 Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Small Group
		Beginning the Year / What should we do if we get sad of scared at schools / Day 3 Beginning the Year / What are our rules? / Day 1	Small Group
			Smail Gloup

#	State Text	Teaching Guides	Time of Day
	Stay with a task until it is		
	completed	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
	Move between independence		
	and dependence in a way that		
	meets their needs for both and		
	that is appropriate for the circumstances	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
	circumstances	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
		Beginning the Year / What hannes do we need to know at school? / Day 4 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 of scaled at school? / Day 1 Beginning the Year / What should we do if we get sad or scaled at school? / Day 2	Small Group
		Beginning the Year / What should we do if we get sad of scaled at school? / Day 2 Beginning the Year / What should we do if we get sad or scaled at school? / Day 3	Small Group
			-
		Beginning the Year / What are our rules? / Day 1	Small Group
SE 3	Self-regulation		
	Children develop the ability to express and regulate their own		
SE 3.a	emotions.		
0L 3.a	Control strong emotions most of		
	the time in an appropriate		
	manner	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
		Buildings / What happens inside buildings? / Day 5	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
		······································	

## Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Persist at a difficult task with		
	decreasing amounts of		
	frustration	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
	Can name emotions using		
	words, signs, or other		
	communication methods	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	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 3	Read Aloud
		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
		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
		Balls / Do all balls bounce? / Day 2	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
		Trees / What are the characteristics of the trees in our community? / Day 1	Large Group Roundup
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 2	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

#	State Text	Teaching Guides	Time of Day
		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 1	Small Group
		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 4	Small Group
		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
	Children develop the ability to control impulses.		
	With adult assistance, demonstrate control over actions, words, and emotions in		
	response to a situation	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
		Buildings / What happens inside buildings? / Day 5	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

## Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

# State Text	Teaching Guides	Time of Day
Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it		
on a peg at home)	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
	Trees / What are the characteristics of the trees in our community? / 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 3	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Beginning the Year / When do things happen at school? / 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 / What are the features of clothes? / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 5	Large Group
	Clothes / Where do we get our clothes? / Day 2	Large Group
	Balls / Who uses balls? / Day 4	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Balls / Who uses balls? / Day 5	Large Group
Participate in group activities for		
increasing amounts of time	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

# State Te	xt Teaching Guides	Time of Day
	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
	Beginning the Year / Who works at our school? / Day 2	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 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 / 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 / Who takes care of trees? / Day 3	Choice Time
	Trees / Who takes care of trees? / Day 4	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
	Clothes / How do people make clothes? / Day 5	Large Group Roundup

State Text	Teaching Guides	Time of Day
	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
Consistently demonstrate the		
ability to stop an engaging activity to transition to another		
less desirable activity	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 Experience
	Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experience
	Trees / What are the characteristics of the trees in our community? / Day 0	Outdoor Experience
	Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
		Small Group
	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	
	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 3	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Beginning the Year / When do things happen at school? / 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 / What are the features of clothes? / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 5	Large Group
	Clothes / Where do we get our clothes? / Day 2	Large Group
	Balls / Who uses balls? / Day 4	Large Group Round
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Balls / Who uses balls? / Day 5	Large Group
Creative Arts		
48 Months		

#	State Text	Teaching Guides	Time of Day
	Experimentation and		
	Participation in the		
CA 1	Creative Arts		
CAI	Children gain an appreciation for		
	and participate in the creative		
CA 1.a	arts.		
	Express preferences for some		
	different types of art, music, and	Paduas Davas Davala / Haw ann wa rawas junk? / Dav 2	
	drama	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2 Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 4	
		Trees / What can we do with parts of trees? / Day 4	Large Group Choice Time
		Trees / What can we do with parts of trees ? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Balls / What are balls made of? / Day 5	Choice Time
		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 3	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
		Beginning the Year / What are our rules? / Day 2	Choice Time
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 4	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	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 happens inside buildings? / Day 4	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 / Who lives in trees? / Day 1	Small Group
		Trees / Who lives in trees? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 5	Large Group

#	State Text	Teaching Guides	Time of Day
		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
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / What are the features of clothes? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Clothes / What are the features of clothes? / Day 5	Large Group
		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 1	Large Group Roundup
		Clothes / How do people make clothes? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Clothes / What special clothes do people wear for work? / 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
		Clothes / Celebrating Learning / Day 2	Large Group
		Clothes / Celebrating Learning / Day 2	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
of vit	ioy and engage with displays visual art and experiences h music and drama, inside or		
out	side the classroom	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group

# State Text	Teaching Guides	Time of Day
	Trees / What can we do with parts of trees? / Day 4	Choice Time
	Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Choice Time
	Beginning the Year / What are our rules? / Day 2	Choice Time
	Beginning the Year / What are our rules? / Day 3	Large Group
	Beginning the Year / What are our rules? / Day 3	Choice Time
	Beginning the Year / What are our rules? / Day 3	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	Choice Time
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
	Buildings / Exploring the Topic / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	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 happens inside buildings? / Day 4	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 / Who lives in trees? / Day 1	Small Group
	Trees / Who lives in trees? / Day 4	Choice Time
	Trees / What food comes from trees? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 4	Choice Time
	Trees / What food comes from trees? / Day 5	Large Group
	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
	Trees / What can we do with parts of trees? / Day 1	Large Group
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	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 3	Choice Time

# State Text	Teaching Guides	Time of Day
	Clothes / How do people make clothes? / Day 5	Choice Time
	Clothes / Where do we get our clothes? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	Clothes / What special clothes do people wear for work? / 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 5	Choice Time
Notice and communicate about		
art, music, and drama	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
	Trees / What can we do with parts of trees? / Day 4	Large Group
	Trees / What can we do with parts of trees? / Day 4	Choice Time
	Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Choice Time
	Beginning the Year / What are our rules? / Day 2	Choice Time
	Beginning the Year / What are our rules? / Day 3	Large Group
	Beginning the Year / What are our rules? / Day 3	Choice Time
	Beginning the Year / What are our rules? / Day 3	Large Group Roundur
	Beginning the Year / When do things happen at school? / Day 1	Large Group
	Beginning the Year / When do things happen at school? / Day 1	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
	Buildings / Exploring the Topic / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	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 happens inside buildings? / Day 4	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 / Who lives in trees? / Day 1	Small Group
	Trees / Who lives in trees? / Day 4	Choice Time
	Trees / What food comes from trees? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 4	Choice Time

# State Text	Teaching Guides	Time of Day
	Trees / What food comes from trees? / Day 5	Large Group
	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
	Trees / What can we do with parts of trees? / Day 1	Large Group
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Choice Time
	Clothes / What are the features of clothes? / Day 5	Large Group
	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 3	Choice Time
	Clothes / How do people make clothes? / Day 5	Choice Time
	Clothes / Where do we get our clothes? / Day 1	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	Clothes / What special clothes do people wear for work? / Day 5	Large Group
	Clothes / What special clothes do people wear for work? / 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 5	Choice Time
Explore musical instruments an	d	
use them to produce rhythms		
and tones	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
	Trees / What can we do with parts of trees? / Day 4	Large Group
	Trees / What can we do with parts of trees? / Day 4	Choice Time
	Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
	Beginning the Year / What are our rules? / Day 3	Large Group
	Beginning the Year / What are our rules? / Day 3	Choice Time
	Beginning the Year / What are our rules? / Day 3	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	Choice Time
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup

State Text	Teaching Guides	Time of Day
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
	Trees / What can we do with parts of trees? / Day 1	Large Group
	Clothes / What are the features of clothes? / Day 5	Large Group
	Clothes / Where do we get our clothes? / Day 1	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Clothes / What special clothes do people wear for work? / Day 3	Choice Time
clay and then identify and sometimes name their creation		
(e.g., "I made a dog and his name is Spot.")	Buildings / What are buildings made of? What makes them strong? / Day 3	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 / How do trees change? / Day 2	Choice Time
	Clothes / What other special clothes do people wear? / Day 2	Choice Time
Act out the plots and character found in familiar stories	ers Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	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 2	Choice Time
	Beginning the Year / What are our rules? / Day 2	Choice Time
	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 1	Small Group
	Trees / Who lives in trees? / Day 5	Choice Time
	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 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Choice Time
	Balls / Who uses balls? / Day 2	Large Group Roundu
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 3	Choice Time
	Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Choice Time

	Text Teaching Guides	Time of Day
Participate in pre		
other children	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 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 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 Roundu
	Clothes / How do we take care of our clothes? / Day 1	Choice Time
	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
Choose their ow in the classroom in a portfolio or explain their cho	or for inclusion book and briefly	Choice Time
	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Round
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Round
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Round
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Round
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Round
	Trees / What can we do with parts of trees? / Day 4	Large Group Roundu

# State Text	Teaching Guides	Time of Day
	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	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	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 5	Choice Time
	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 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 1	Small Group
	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 / 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 / What are buildings made of? What makes them strong? / Day 3	Choice Time
	Clothes / Celebrating Learning / Day 1	Large Group
	Trees / Exploring the Topic / Day 5	Choice Time
	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 3	Large Group Roundup
	Trees / Who lives in trees? / Day 1	Large Group Roundup
	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	Large Group Roundup
	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 1	Choice Time
	Trees / How do trees change? / Day 1	Large Group Roundup
	Trees / How do trees change? / Day 2	Choice Time
	Trees / How do trees change? / Day 3	Large Group Roundup
	Trees / How do trees change? / Day 4	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		Trees / Celebrating Learning / Day 1	Large Group
		Trees / Celebrating Learning / Day 2	Large Group Roundup
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 3	Large Group Roundup
		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 / What special clothes do people wear for work? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	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
	60 Months		
	Experimentation and		
	Participation in the		
<b>CA</b> 1	Creative Arts		
	Children gain an appreciation for and participate in the creative		
CA 1.a	arts.		
	Apply vocal skills to instruments		
	to produce more complex rhythms, tones, melodies, and		
	songs	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group

# State Text	Teaching Guides	Time of Day
	Beginning the Year / When do things happen at school? / Day 1	Choice Time
	Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
	Trees / What can we do with parts of trees? / Day 1	Large Group
	Clothes / Where do we get our clothes? / Day 1	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Clothes / What special clothes do people wear for work? / Day 3	Choice Time
Intentionally create content in a work of art (e.g., a picture, a pla		
dough sculpture, etc.)	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	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 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 / Exploring the Topic / Day 2	Large Group
	Buildings / Exploring the Topic / Day 2	Choice Time
	Buildings / Exploring the Topic / 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 are buildings made of? What makes them strong? / Day 5	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 1	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 3	Choice Time
	Trees / What food comes from trees? / Day 4	Large Group
	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 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

State Text	Teaching Guides	Time of Day
	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 special clothes do people wear for work? / Day 1	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 5	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
Write and act out stories base	ed	
upon familiar topics or		
characters	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	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 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	Choice Time
	Buildings / What happens inside buildings? / Day 4	Choice Time
	Trees / Who lives in trees? / Day 1	Small Group
	Trees / What food comes from trees? / Day 1	Large Group
	Balls / What makes balls move? / Day 1	Large Group Round
	Clothes / What are the features of clothes? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Choice Time
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / Where do we get our clothes? / Day 3	Choice Time
	Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Small Group
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Small Group
Enjoy and engage with displa	iys	
of visual art, music, and dran	na	
and may express clear		
preferences for types of artwo		
or art activities.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
	Trees / What can we do with parts of trees? / Day 4	Large Group
	Trees / What can we do with parts of trees? / Day 4	Choice Time
	Trees / What can we do with parts of trees? / Day 4	Large Group Round

# State Text	Teaching Guides	Time of Day
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	Choice Time
	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 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 are our rules? / Day 2	Choice Time
	Beginning the Year / What are our rules? / Day 3	Choice Time
	Beginning the Year / What are our rules? / Day 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 4	Choice Time
	Beginning the Year / When do things happen at school? / Day 1	Large Group
	Beginning the Year / When do things happen at school? / Day 1	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
	Buildings / Exploring the Topic / Day 2	Choice Time
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	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 happens inside buildings? / Day 4	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 / Who lives in trees? / Day 1	Small Group
	Trees / Who lives in trees? / Day 4	Choice Time
	Trees / What food comes from trees? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 4	Choice Time
	Trees / What food comes from trees? / Day 5	Large Group
	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
	Trees / What can we do with parts of trees? / Day 1	Large Group
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Choice Time
	Clothes / What are the features of clothes? / Day 5	Large Group
	Balls / Who uses balls? / Day 3	Choice Time
	Clothes / How do people make clothes? / Day 1	Choice Time
	· · · ·	

#	State Text	Teaching Guides	Time of Day
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
		Clothes / How do people make clothes? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Clothes / What special clothes do people wear for work? / 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
		Clothes / Celebrating Learning / Day 2	Large Group
		Clothes / Celebrating Learning / Day 2	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	Plan art and show increasing care and persistence in completing it	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	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 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	Large Group
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Exploring the Topic / Day 3	Large Group
		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 are buildings made of? What makes them strong? / Day 5	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 1	Choice Time
	1	Trees / What are the characteristics of the trees in our community? / Day 3	Choice Time

# State Text	Teaching Guides	Time of Day
	Trees / Who lives in trees? / Day 5	Choice Time
	Trees / What food comes from trees? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 4	Large Group
	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 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
	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 special clothes do people wear for work? / Day 1	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 5	Choice Time
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
Choose own art for display in classroom or for inclusion in portfolio or book and explain their choices and preferences some detail	a	Large Group Roundup
some detail	Reduce, Redse, Redscie / How do trash and garbage affect our community? / Day 2	
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
	Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
	Balls / What are balls made of? / Day 5	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 4	Large Group Roundup

# Sta	te Text Teaching Guides	Time of Day
	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 3	Large Group Roundup
	Beginning the Year / What are our rules? / Day 1	Small Group
	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 / 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 4	Large Group Roundup
	Buildings / What are buildings made of? What makes them strong? / Day 3	Choice Time
	Clothes / Celebrating Learning / Day 1	Large Group
	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 are the characteristics of the trees in our community? / Day 3	Large Group Roundup
	Trees / Who lives in trees? / Day 1	Large Group Roundup
	Trees / What food comes from trees? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 4	Choice Time
	Trees / What food comes from trees? / Day 5	Large Group
	Trees / Who takes care of trees? / Day 3	Large Group Roundup
	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 1	Choice Time
	Trees / How do trees change? / Day 1	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 2	Large Group Roundup
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time

#	State Text	Teaching Guides	Time of Day
		Clothes / How do people make clothes? / Day 1	Choice Time
		Olethan (Hannaha angle angle alathan Ol David	
		Clothes / How do people make clothes? / Day 3	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Choice Time
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		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
		Clothes / What other special clothes do people wear? / Day 3	Choice Time
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
		Balls / What are balls made of? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	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
	Communicate about elements appearing in art, music, and		
	drama	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Choice Time
		Beginning the Year / What are our rules? / Day 2	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 3	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	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
		Buildings / Exploring the Topic / Day 2	Choice Time

State Text	Teaching Guides	Time of
	Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	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 happens inside buildings? / Day 4	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 / Who lives in trees? / Day 1	Small Group
	Trees / Who lives in trees? / Day 4	Choice Time
	Trees / What food comes from trees? / Day 3	Choice Time
	Trees / What food comes from trees? / Day 4	Choice Time
	Trees / What food comes from trees? / Day 5	Large Group
	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
	Trees / What can we do with parts of trees? / Day 1	Large Group
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Choice Time
	Clothes / What are the features of clothes? / Day 5	Large Group
	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 3	Choice Time
	Clothes / How do people make clothes? / Day 5	Choice Time
	Clothes / Where do we get our clothes? / Day 1	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Clothes / What special clothes do people wear for work? / Day 2	Choice Time
	Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	Clothes / What special clothes do people wear for work? / Day 5	Large Group
	Clothes / What special clothes do people wear for work? / 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 5	Choice Time
Cognitive Developm	ent	
48 Months		

#	State Text	Teaching Guides	Time of Day
CD 1	Logic and Reasoning		
	Children apply strategies and		
	draw upon past knowledge and		
CD 1.a	experiences to meet goals and solve problems.		
00 1.4			
	Use previous experiences to		
	make plans before attempting to		
	solve some problems (e.g., using		
	a wagon to gather toys into one spot rather than trying to carry		
	them all by hand)	Balls / What are balls made of? / Day 2	Read Aloud
		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 reuse junk? / Day 1	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	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	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day 2	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
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
	-	Balls / Exploring the Topic / Day 3	Large Group
		Balls / Celebrating Learning / Day 1	Large Group Roundur
		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 4	Mighty Minutes
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		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 2	Read Aloud
		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 1	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 5	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud

# State Text	Teaching Guides	Time of Day
	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 are buildings made of? What makes them strong? / Day 2	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 5	Read Aloud
	Buildings / What happens inside buildings? / Day 1	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 / What are the characteristics of the trees in our community? / Day 5	Large Group
	Balls / Do all balls roll? / Day 3	Read Aloud
	Trees / Who lives in trees? / Day 3	Large Group Roundup
	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 4	Large Group Roundup
	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
	Trees / Celebrating Learning / Day 2	Choice Time
	Balls / Who uses balls? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 2	Large Group
	Clothes / Exploring the Topic / Day 3	Choice Time
	Balls / Who uses balls? / Day 2	Read Aloud
	Clothes / What are the features of clothes? / Day 3	Large Group
	Clothes / What are the features of clothes? / Day 3	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 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	Choice Time
	Clothes / How is cloth made? / Day 3	Large Group

# State Text	Teaching Guides	Time of Day
	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 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
	Clothes / What other special clothes do people wear? / Day 2	Read Aloud
	Clothes / Celebrating Learning / Day 1	Read Aloud
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundu
	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 1	Read Aloud
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
Solve simple problems without	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time
putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't		
topple)	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
	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 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 are buildings made of? What makes them strong? / Day 5         Buildings / What happens inside buildings? / Day 2	Large Group Choice Time
		<b>v</b> 1
	Buildings / What happens inside buildings? / Day 2	Choice Time
	Buildings / What happens inside buildings? / Day 2 Clothes / Celebrating Learning / Day 1	Choice Time Large Group
Explore cause-and-enect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different dictances	Buildings / What happens inside buildings? / Day 2 Clothes / Celebrating Learning / Day 1 Balls / Do all balls roll? / Day 3	Choice Time Large Group Choice Time
relationships by intentionally varying the action to change the reaction (e.g., rolling two	Buildings / What happens inside buildings? / Day 2 Clothes / Celebrating Learning / Day 1 Balls / Do all balls roll? / Day 3	Choice Time Large Group Choice Time

State Text	Teaching Guides	Time of Day
	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
	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 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 Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Round
	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	
	Clothes / How do people make clothes ? / Day 2 Clothes / Where do we get our clothes? / Day 3	Large Group
	Clothes / Celebrating Learning / Day 2	Read Aloud
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3 Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Small Group
	Reduce, Redse, Redycle / Where does trash go? What do workers do there? / Day 4	Small Group
Sort objects and then count and compare the groups formed	Balls / Exploring the Topic / Day 2	Choice Time
	Balls / What are balls made of? / Day 3	Large Group Round
	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
	Balls / Do all balls bounce? / Day 2	Large Group
	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
	Balls / Do all balls roll? / Day 1	Choice Time

#	State Text	Teaching Guides	Time of Day
		Buildings / What is special about our building? / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 1	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 2	Choice Time
		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 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
		Clothes / What are the features of clothes? / Day 4	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time
	Memory and Working		
CD 2	Memory		
	Children hold information in their		
	mind and manipulate it to		
CD 2.a	perform tasks. Communicate with some detail		
	about events that happened in		
	the past	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 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 create less trash? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Round
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Round
		Balls / Exploring the Topic / Day 2	Large Group Round
		Balls / Celebrating Learning / Day 1	Large Group
		Balls / Celebrating Learning / Day 2	Choice Time
		Balls / Celebrating Learning / Day 2	Large Group Round
		Beginning the Year / What names do we need to know at school? / Day 1	Large Group Round
		Balls / Exploring the Topic / Day 3	Large Group Round
		Beginning the Year / What names do we need to know at school? / Day 3	Large Group Round
		Beginning the Year / What names do we need to know at school? / Day 4	Large Group Round
		Beginning the Year / What names do we need to know at school? / Day 5	Large Group Round
		Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group Round
		Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group Round
		Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Round
		Beginning the Year / What are our rules? / Day 1	Large Group Round
		Beginning the Year / What are our rules? / Day 2	Large Group Round
		Beginning the Year / What are our rules? / Day 3	Large Group Round
		Beginning the Year / What are our rules? / Day 4	Large Group Round
		Beginning the Year / What are our rules? / Day 5	Large Group Round
		Beginning the Year / When do things happen at school? / Day 1	Large Group Round
		Beginning the Year / When do things happen at school? / Day 2	Large Group Round
		Beginning the Year / When do things happen at school? / Day 3	Large Group Round

#	State Text	Teaching Guides	Time of Day
		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
		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 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

# State Tex	t Teaching Guides	Time of Day
	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
	Buildings / Celebrating Learning / Day 2	Choice Time
<u> </u>	Trees / Exploring the Topic / Day 1	Large Group
	Trees / Exploring the Topic / Day 1	Large Group Roundup
	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

# State Text	Teaching Guides	Time of Day
	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
	Trees / How do trees change? / Day 2	Large Group Roundup
	Trees / How do trees change? / Day 3	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	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
	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 Roundup
	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

# State Text	Teaching Guides	Time of Day
	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 3	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 1	Choice Time
	Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
	Clothes / What other special clothes do people wear? / 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
	Clothes / Celebrating Learning / Day 1	Large Group Roundup
	Clothes / Celebrating Learning / Day 2	Large Group
	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	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 3	Large Group Roundup
With support, retell or reenact familiar stories, including such details as characters, phrases,		
and events	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Roundup
	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Choice Time
	Balls / Celebrating Learning / Day 2	Choice Time
	Balls / Exploring the Topic / Day 4	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
	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 / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
	Balls / Do all balls roll? / Day 1	Large Group Roundup
	Buildings / Celebrating Learning / Day 2	Large Group
	Trees / Exploring the Topic / Day 5	Large Group Roundup
	Trees / What food comes from trees? / Day 1	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	Trees / What food comes from trees? / Day 5	Large Group Roundur
	Trees / How do trees change? / Day 2	Large Group Roundur
	Trees / How do trees change? / Day 4	Large Group Roundu
	Trees / What can we do with parts of trees? / Day 3	Large Group Roundu
	Trees / Celebrating Learning / Day 2	Large Group
	Clothes / Exploring the Topic / Day 1	Large Group
	Clothes / Exploring the Topic / Day 1	Small Group
	Clothes / What are the features of clothes? / Day 5	Large Group Roundu
	Clothes / How do people make clothes? / Day 3	Large Group Roundu
	Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundu
	Clothes / Celebrating Learning / Day 2	Choice Time
Put several objects or groups in order by a quantitative attributes (number, length, etc.)	Buildings / Who builds buildings? What tools do they use? / Day 1	Choice Time
	Balls / Do all balls roll? / Day 1	Choice Time
	Trees / Exploring the Topic / Day 5	Large Group Roundu
	Balls / What makes balls move? / Day 1	Large Group
	Trees / What food comes from trees? / Day 2	Choice Time
	Clothes / What are the features of clothes? / Day 2	Large Group
	Clothes / What are the features of clothes? / Day 3	Large Group
	Clothes / What are the features of clothes? / Day 4	Choice Time
Solve simple word problems with totals of five or fewer items (e.g., concluding that they have a total of four pencils if they already have three and are given one more)	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
Successfully follow three-step	Reduce, Reuse, Recycle / What do people throw away? / Day 5	
directions	Clothes / How is cloth made? / Day 0	Outdoor Experiences
	Buildings / Exploring the Topic / Day 5	Choice Time
	Balls / What are balls made of? / Day 1	Choice Time
Attention and Inhibitory D 3 Control		

#	State Text	Teaching Guides	Time of Day
	Children's skills increase in		
CD 3.a	filtering impulses and sustaining attention on a task.		
CD 3.a	With adult support, avoid		
	imitating the negative behavior		
	of another child	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 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 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	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
		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 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 Roundup

#	State Text	Teaching Guides	Time of Day
		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 Roundup
		Beginning the Year / When do things happen at school? / Day 3	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

#	State Text	Teaching Guides	Time of Day
		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
		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 Roundup
		Buildings / Exploring the Topic / Day 4	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 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	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
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Balls / What makes balls move? / Day 1	Large Group
		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

\_ \_ \_ \_ \_ \_

# State Text	Teaching Guides	Time of Day
	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
	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
	Reduce, Reuse, Recycle / Exploring the Topic / Day 2	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 2	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	/ith adult reminders, wait to ommunicate information in a		
	roup	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 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 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	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
		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 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 Roundup
		Beginning the Year / What are our rules? / Day 1	Small Group

# State Te	ext Teaching Guides	Time of Day
	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 Roundup
	Beginning the Year / When do things happen at school? / Day 3	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

# State Text	Teaching Guides	Time of Day
	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
	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 Roundup
	Buildings / Exploring the Topic / Day 4	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 5	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	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
	Clothes / Celebrating Learning / Day 1	Large Group
	Buildings / Celebrating Learning / Day 2	Large Group
	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

#	State Text Te	aching Guides	Time of Day
	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 clothe	s? / Day 3	Large Group Roundup
	Clothes / How do people make clothes? / Da	ay 3	Large Group Roundup
	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? / Da	ay 1	Large Group Roundup
	Clothes / Where do we get our clothes? / Da		Large Group Roundup
	Clothes / What other special clothes do peo	ple wear? / Day 1	Large Group
	Clothes / What other special clothes do peo	ple wear? / Day 1	Large Group Roundup
	Balls / Who uses balls? / Day 5		Large Group Roundup
	Clothes / Celebrating Learning / Day 1		Large Group Roundup
	Reduce, Reuse, Recycle / Exploring the Top	pic / Day 2	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundur
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundu
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundu
	Focus on increasingly complex		
	topics for longer periods of time	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
		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 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	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 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 / What are our rules? / Day 3	Choice Time
		Beginning the Year / When do things happen 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 2	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
		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	Choice Time

State Text	Teaching Guides	Time of Day
	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 are buildings made of? What makes them strong? / Day 2	Large Group
	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
	Buildings / Celebrating Learning / Day 2	Choice Time
	Trees / Exploring the Topic / 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 1	Choice Time
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 2	Large Group
	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 2	Large Group Round
	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
Return to complete a task if interrupted	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
· ·	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time

# State Text	Teaching Guides	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 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
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	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 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 / What are our rules? / Day 3	Choice Time
	Beginning the Year / When do things happen 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 2	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
	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	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 are buildings made of? What makes them strong? / Day 2	Large Group
	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
	Buildings / Celebrating Learning / Day 2	Choice Time

#	State Text	Teaching Guides	Time of Day
		Trees / Exploring the Topic / 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 1	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / What are the features of clothes? / Day 2	Large Group
		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 2	Large Group Roundup
		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
g	Count only those objects in a group that have a specific httribute (e.g., all of the red cars		
	n a picture)	Balls / What are balls made of? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
		Balls / Do all balls roll? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 3	Large Group

#	State Text	Teaching Guides	Time of Day
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 4	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Choice Time
	Solve simple arithmetic problems	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Build block buildings and include such structural features		
	as arches and ramps	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	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 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 1	Choice Time
00.4			
CD 4	Cognitive Flexibility Children's skills increase at		
	adjusting to changes in		
	demands, priorities, and		
CD 4.a	perspectives.		
	Require minimal adult support to		
	transition from one activity to		
	another (e.g., moving from		
	computer to circle time)	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
		Trees / What are the characteristics of the trees in our community? / 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 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group

#	State Text	Teaching Guides	Time of Day
		Beginning the Year / When do things happen at school? / 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 / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
	Understand that different		
	contexts may require different behaviors (e.g., taking off shoes		
	when entering their house but		
	leaving them on when entering		
	the classroom)	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
		Trees / What are the characteristics of the trees in our community? / 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 4	Large Group
		Beginning the Year / When do things happen at school? / 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 / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group

State Text	Teaching Guides	Time of Day
change their plan of action if a		
better alternative is found or		
suggested (e.g., accepting a		
suggestion to secure a tower's		
greater stability by building it on		
the floor rather than on a thick	Reduce Reuse Recycle / How can we reuse junk? / Day 1	
rug)	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1 Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group 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
	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group
	Balls / What makes balls move? / Day 0	Outdoor Experience
	Buildings / Exploring the Topic / Day 0	Outdoor Experience
	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 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 Round
	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
	Clothes / How do people make clothes? / Day 2	Large Group
	Clothes / Where do we get our clothes? / Day 3	Large Group
	Clothes / Celebrating Learning / Day 2	Read Aloud
	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
	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Small Group
 Continue to count when another item is added to a set	Buildings / What is special about our building? / Day 1	Large Group
	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time

#	State Text	Teaching Guides	Time of Da
		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 should we do if we get sad or scared at school? / Day 3	Large Group
		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 5	Choice Time
	60 Months		
CD 1	Logic and Reasoning Children apply strategies and		
	draw upon past knowledge and experiences to meet goals and		
CD 1.a	solve problems. Solve complex 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 reuse junk? / Day 5	Large Group
		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 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
		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
	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape		
	them together)	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		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 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

#	State Text	Teaching Guides	Time of Day
		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 their reasoning behind a strategy or choice and why it		
	worked or didn't work	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		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 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
		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
	Memory and Working		
CD 2	Memory		
CD Z	Children hold information in their	r	
	mind and manipulate it to		
CD 2.a	perform tasks.		
	Accurately recount past		
	experiences in the correct order		
	and include relevant details	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 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

# State Text	Teaching Guides	Time of Day
	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 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
	Balls / Celebrating Learning / Day 2	Large Group Roundup
	Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundup
	Balls / Exploring the Topic / Day 3	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

#	State Text	Teaching Guides	Time of Day
		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
		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
		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 2	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	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
	Buildings / Celebrating Learning / Day 2	Choice Time
	Trees / Exploring the Topic / Day 1	Large Group
	Trees / Exploring the Topic / Day 1	Large Group Roundup
	Trees / Exploring the Topic / Day 2	Large Group Roundup

#	State Text	Teaching Guides	Time of Day
		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

#	State Text	Teaching Guides	Time of Day
		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
		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 Roundup
		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

# State Text	Teaching Guides	Time of Day
	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 3	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
	Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
	Clothes / What other special clothes do people wear? / 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
	Clothes / Celebrating Learning / Day 1	Large Group Roundup

# State Text	Teaching Guides	Time of Day
	Clothes / Celebrating Learning / Day 2	Large Group
	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 3	Large Group Roundup
Retell a familiar story in the proper sequence, including suc details as characters, phrases,	h	
and events	Balls / What are balls made of? / Day 5	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
	Trees / What food comes from trees? / Day 5	Large Group
	Trees / What food comes from trees? / Day 5	Choice Time
	Trees / How do trees change? / Day 3	Read Aloud
	Clothes / What are the features of clothes? / Day 1	Read Aloud
	Clothes / What are the features of clothes? / Day 2	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
Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys		
	) Balls / Exploring the Topic / Day 1	Choice Time
<b>U</b>		

# State Text	Teaching Guides	Time of Day
	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 4	Read Aloud
	Balls / What are balls made of? / Day 5	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
	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 / What are our rules? / Day 4	Read Aloud
	Beginning the Year / When do things happen at school? / Day 1	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
	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 3	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
	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	Large Group

# State Text	Teaching Guides	Time of Day
	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	Choice Time
	Trees / Exploring the Topic / Day 1	Read Aloud
	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 / What are the characteristics of the trees in our community? / Day 5	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 1	Choice Time
	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 4	Large Group Roundup
	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

# State Text	Teaching Guides	Time of Day
	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
	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 / Where does trash go? What do workers do there? / Day 1	Read Aloud
groups in order of a quantitative attribute (number, length, etc.)	Buildings / Who builds buildings? What tools do they use? / Day 1 Balls / Do all balls roll? / Day 1	Choice Time Choice Time
	Trees / Exploring the Topic / Day 5	Large Group Roundu
	Balls / What makes balls move? / Day 1	Large Group
	Trees / What food comes from trees? / Day 2	Choice Time
	Clothes / What are the features of clothes? / Day 2	Large Group
	Clothes / What are the features of clothes? / Day 3	Large Group
	Clothes / What are the features of clothes? / Day 4	Choice Time
Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes if they have seven and are given two more)	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
Successfully follow detailed, multi-step directions	Clothes / How is cloth made? / Day 0	Outdoor Experiences
	Buildings / Exploring the Topic / Day 5	Choice Time
	Balls / What are balls made of? / Day 1	Choice Time
Attention and Inhibitory		

#	State Text	Teaching Guides	Time of Day
	Children's skills increase in		
CD 3.a	filtering impulses and sustaining attention on a task.		
	Without adult reminders, wait to		
	communicate information in a	Della / Everlada e lla Tacia / Dev 4	
	group	Balls / Exploring the Topic / Day 1 Balls / Exploring the Topic / Day 2	Large Group Roundup Large Group
		Dails / Exploring the Topic / Day 2	
		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 2	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	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 4	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
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Clothes / How is cloth made? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	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 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	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

#	State Text	Teaching Guides	Time of Day
		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 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 Roundup
		Beginning the Year / When do things happen at school? / Day 3	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

# State Text	Teaching Guides	Time of Day
	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
	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 Roundup
	Buildings / Exploring the Topic / Day 4	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 5	Large Group Roundup
	Balls / Do all balls bounce? / Day 3	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
	Clothes / Celebrating Learning / Day 1	Large Group
	Buildings / Celebrating Learning / Day 2	Large Group
	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

# State Text	Teaching Guides	Time of Day
	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 1	Large Group Roundup
	Clothes / Exploring the Topic / 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
	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

#	State Text	Teaching Guides	Time of Day
		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
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	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 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Maintain focus on a project for a sustained period of time and over several days	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
		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 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	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 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	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 / What are our rules? / Day 3	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 2	Choice Time

# State	e Text Teaching Guides	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 2	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
	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	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
	Balls / Do all balls roll? / Day 1	Large Group
	Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group
	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
	Buildings / Celebrating Learning / Day 2	Choice Time
	Trees / Exploring the Topic / 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 1	Choice Time
	Clothes / Exploring the Topic / Day 4	Choice Time
	Clothes / What are the features of clothes? / Day 1	Choice Time
	Clothes / What are the features of clothes? / Day 2	Large Group
	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

#	State Text	Teaching Guides	Time of Day
		Clothes / What special clothes do people wear for work? / Day 4	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		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
	vith focus to an activity ct after having been away		
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
		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 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	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 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	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 / What are our rules? / Day 3	Choice Time
		Beginning the Year / When do things happen 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 2	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
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time

#	State Text	Teaching Guides	Time of Day
		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 are buildings made of? What makes them strong? / Day 2	Large Group
		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
		Buildings / Celebrating Learning / 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 1	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / What are the features of clothes? / Day 2	Large Group
		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 2	Large Group Roundup
		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

Alignment of The Creative Curriculum<sup>®</sup> for Preschool with Rhode Island Early Learning and Development Standards

#	State Text	Teaching Guides	Time of Day
	Demonstrate an awareness or		
	important activities that are		
	"coming up" or "in the near		
	future" (e.g., keeping track of the days until a birthday or vacation		
	trip) as a strategy to control		
	excitement	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	exonement	Beginning the Year / When do things happen at school? / Day 3	Large Group
		Trees / How do trees change? / Day 1	Large Group
		Trees / How do trees change? / Day 1	Large Group
		Trees / How do trees change? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	compine snapes into patterns	Clothes / How do we take care of our clothes ? / Day 2	Reau Alouu
	that make new shapes or		
	complete puzzles (e.g.,		
	rearranging a collection of		
	circles and variously sized		
	rectangles to make the image of		
	a person)	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 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
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Build complex block buildings, intentionally maintaining such		
	features as symmetry	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		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 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 1	Choice Time
CD 4	Cognitive Flexibility Children's skills increase at		
	adjusting to changes in		
	demands, priorities, and		
CD 4.a	perspectives.		

# State Text	Teaching Guides	Time of Day
QUICKIY adjust and adhere new rule (e.g., lining up ins the building rather than ou when the weather gets col	side Itside	
it rains)	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
	Trees / What are the characteristics of the trees in our community? / 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 4	Large Group
	Beginning the Year / When do things happen at school? / 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 / What are the features of clothes? / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 5	Large Group
	Clothes / Where do we get our clothes? / Day 2	Large Group
	Balls / Who uses balls? / Day 4	Large Group Roundup
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Balls / Who uses balls? / Day 5	Large Group
Apply different rules in differ contexts that require differ behaviors (e.g., using indo voices or feet)	rerent rent bor oor	Large C
voices or feet)	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
	Trees / What are the characteristics of the trees in our community? / 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

State Text	Teaching Guides	Time of Day
	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 3	Large Group
	Beginning the Year / What are our rules? / Day 4	Large Group
	Beginning the Year / When do things happen at school? / 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 / What are the features of clothes? / Day 4	Large Group
	Clothes / What are the features of clothes? / Day 5	Large Group
	Clothes / Where do we get our clothes? / Day 2	Large Group
	Balls / Who uses balls? / Day 4	Large Group Round
	Clothes / What special clothes do people wear for work? / Day 2	Large Group
	Balls / Who uses balls? / Day 5	Large Group
Reconstruct a pattern using		
different materials or modalities	Clothes / How is cloth made? / Day 0	Outdoor Experience
	Clothes / Where do we get our clothes? / Day 0	Outdoor Experience
	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
Sort by more than one attribute (e.g., color and shape) into two		
or more groups	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / 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
	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 should we do if we get sad or scared at school? / Day 1	Small Group

# State Text	Teaching Guides	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	Small Group
	Beginning the Year / What are our rules? / Day 1	Small Group
	Balls / Exploring the Topic / Day 4	Large Group Roundur
	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
	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	Large Group
	Balls / Do all balls roll? / Day 1	Small Group
	Buildings / What is special about our building? / Day 1	Large Group Roundur
	Buildings / Celebrating Learning / Day 2	Read Aloud
	Trees / Exploring the Topic / Day 3	Choice Time
	Trees / Exploring the Topic / Day 3	Large Group Roundur
	Trees / Exploring the Topic / Day 4	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 2	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 4	Choice Time
	Trees / What are the characteristics of the trees in our community? / Day 5	Choice Time
	Clothes / Exploring the Topic / Day 3	Small Group
	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 Roundur
	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
Correctly add an object to ar existing series (e.g., of		
increasing lengths)	Balls / Do all balls roll? / Day 1	Choice Time

#	State Text	Teaching Guides	Time of Day
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group
		Trees / What food comes from trees? / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time

#	Standards	Mighty Minutes
	Language Development	
	48 Months	
LD 1	Receptive Language	
LD 1.a	Young children attend to, understand, and respond to increasingly complex language.	
	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge	MM11; MM23; MM46;
	Demonstrate an understanding of conversations by responding to questions and prompts	MM01; MM03; MM63; MM73; MM74; MM75; MM91; MM01; MM03; MM38; MM49; MM56; MM62;
	Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)	MM63; MM69; MM73; MM74; MM75; MM86; MM87;
	Distinguish between real and made-up words	
	Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas	MM01; MM03; MM38; MM49; MM56; MM62; MM63; MM69; MM73; MM74; MM75;
	Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?")	MM04; MM13; MM25; MM38; MM52; MM73; MM74; MM86; MM91;
LD 2	Expressive Language	
LD 2.a	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs. Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation	
	errors	MM19; MM27; MM43; MM76;
	Pronounce new, long, or unusual words if they have modeling and support	MM19; MM43; MM76;
	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs	MM02; MM19; MM38; MM46; MM48; MM49; MM61; MM62; MM65; MM74; MM76;
	Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites	MM02; MM19; MM46; MM48; MM49; MM61; MM76;
	Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text	MM02; MM46; MM48; MM49; MM61; MM76;
	Experiment with using new words in conversation	MM02; MM19; MM46; MM48; MM49; MM61; MM76;
	Use longer, more increasingly complex sentences, including complete four- to six-word sentences	MM02; MM19; MM48; MM61; MM76;
	Use, with modeling and support, more complex grammar and parts of speech, including common prepositions, regular plural nouns, correct subject- verb agreement, pronouns, and possessives	MM19; MM38; MM62; MM74;
	Continue to ask "who," "what," "why," and "where" questions	MM02; MM19; MM48; MM61; MM76;
LD 3	Pragmatics	
LD 3.a	Young children understand, follow, and use appropriate social and conversational rules. Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them	MM02; MM19; MM48; MM61; MM76;
	Use appropriate volume and intonation when speaking in a variety of social situations	

#	Standards	Mighty Minutes
	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.") Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to	MM02; MM19; MM48; MM61; MM76;
	and building upon what was said previously	
	60 Months	
LD 1	Receptive Language	
LD 1.a	Young children attend to, understand, and respond to increasingly complex language.	
	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas	MM01; MM03; MM49; MM56; MM62; MM63 MM69; MM74; MM75; MM86; MM93;
		MM01; MM03; MM38; MM49; MM56; MM62
	Respond appropriately to a specific and varied vocabulary	MM63; MM69; MM73; MM74; MM75; MM80 MM91; MM93;
	Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.")	MM04; MM38; MM74; MM86; MM91;
LD 2	Expressive Language	
		MM01; MM03; MM49; MM56; MM62; MM6
LD 2.a	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	MM69; MM74; MM75; MM86; MM93;
	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors	MM19; MM27; MM43; MM76;
		MM02; MM19; MM27; MM48; MM49; MM6 <sup>-</sup>
	Expand their vocabulary with words of increasing specificity and variety Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of	MM76; MM97; MM02; MM19; MM48; MM49; MM61; MM76
	unknown words	MM97;
		MM01; MM03; MM49; MM56; MM62; MM6
	Use increasingly complex, longer sentences, including sentences that combine two or three phrases	MM69; MM74; MM75; MM86; MM93;
	Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of	MM01: MM03: MM49: MM56: MM62: MM6
	nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs	MM69; MM74; MM75; MM86; MM93;
LD 3	Pragmatics	
LD 3.a	Young children understand, follow, and use appropriate social and conversational rules.	
	Follow commonly accorted norms of communication in group softings with increasing independence (a g	
	Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.")	MM01; MM03; MM49; MM56; MM62; MM63 MM69; MM74; MM75; MM86; MM93;
	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously	
	Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes	ММ73;
	Literacy	
	48 Months	

Identify whether two words rhyme       MM87; MM88; MM96;         MM01; MM04; MM06; MM11; MM12;       MM01; MM04; MM06; MM11; MM12;         MM20; MM23; MM24; MM27; MM33;       MM51; MM53; MM54; MM56; MM58;         MM71; MM72; MM74; MM78; MM79;       MM71; MM72; MM74; MM78; MM79;         MM81; MM82; MM85; MM87; MM88;       MM96; MM99;         Orally blend and segment familiar compound words, with modeling and support       MM04; MM100; MM18; MM50; MM55;         MM01; MM02; MM03; MM19; MM27;       MM04; MM48; MM49; MM56; MM61;	#	Standards	Mighty Minutes
L 1.a       Children notice and discriminate the sounds of spoken language.       MM01; MM03; MM46; MM56; MM62; MM69; MM74; MM75; MM86; MM93;         Demonstrate an awareness of words as separate units       MM04; MM06; MM10; MM44; MM36; MM56; MM69;         Identify whether two words rhyme       MM04; MM57; MM86; MM93;         MM01; MM02; MM74; MM75; MM86; MM93;       MM06; MM11; MM14; MM14; MM34; MM56; MM56;         MM01; MM02; MM22; MM24; MM27; MM33;       MM05; MM02; MM22; MM27; MM33;         MM01; MM02; MM23; MM24; MM27; MM72; MM73;       MM06; MM11; MM52; MM56; MM57;         Orally blend and segment familiar compound words, with modeling and support       MM01; MM02; MM33; MM19; MM27;         MM01; MM02; MM03; MM19; MM27; MM74; MM76; MM69;       MM01; MM02; MM03; MM19; MM27;         Orally blend and segment familiar compound words, with modeling and support       MM01; MM02; MM03; MM19; MM27;         MM04; MM38; MM49; MM56; MM61;       MM01; MM02; MM03; MM19; MM27;         MM44; MM49; MM56; MM51;       MM04; MM49; MM56; MM76;         Comprehend and use new words introduced within thematic units, stories, and daily activities       MM07; MM33;         L 2.a       Children recognize and identify letters and make letter-sound connections.       MM03; MM42; MM47; MM57;         Recognize and name some letters of the alphabet, especially those in their own name as well as letters that accor reagnize their same letter as their name       MM04; MM98;         L 3.a       Childr	L 1	Phonological Awareness	
L 1.a       Children notice and discriminate the sounds of spoken language.       MM69; MM74; MM74; MM74; MM39;         Demonstrate an awareness of words as separate units       MM04; MM09; MM10; MM00; MM100; MM10; MM100; MM10; MM100; MM10; MM14; MM33; MM58;         Identify whether two words rhyme       MM01; MM02; MM27; MM27; MM74; MM74; MM75; MM58; MM57; MM58; MM51; MM51; MM54; MM27; MM27; MM28; MM27; MM28; MM27; MM27; MM28; MM51; MM51; MM51; MM51; MM51; MM53; MM51; MM53; MM51; MM52; MM51; MM56; MM51; MM51; MM52; MM71; MM72; MM73; MM74; MM75; MM56; MM51; MM56; MM51; MM56; MM51; MM56; MM51; MM56; MM51; MM02; MM03; MM19; MM27; MM72; MM72; MM72; MM72; MM72; MM73; MM74; MM75; MM76; MM56; MM51; MM32; MM47; MM75; MM74; MM75; MM74; MM75; MM74; MM75; MM75; MM74; MM75; MM75; MM74; MM75; MM75; MM74; MM75; MM76; MM57; MM76; MM75; MM76; M			
Demonstrate an awareness of words as separate units         MM04; MM100; MM02; MM020; MM0	110	Children notice and discriminate the sounds of snoken language	
Identify whether two words rhyme       MM04; MM04; MM06; MM11; MM33; MM56; MM56; MM57; MM87; MM86; MM96;         Identify whether two words rhyme       MM07; MM04; MM06; MM01; MM06; MM01; MM02; MM33; MM51; MM52; MM32; MM42; MM52; MM33; MM51; MM52; MM32; MM42; MM52; MM33; MM51; MM52; MM42; MM52; MM33; MM51; MM52; MM45; MM45; MM48; MM46; MM45;         Engage in rhyming games and songs; can complete a familiar rhyme       MM01; MM02; MM03; MM12; MM27; MM72; MM74; MM75; MM76; MM45;         Orally blend and segment familiar compound words, with modeling and support       MM04; MM04; MM10; MM13; MM50; MM65; MM65;         Comprehend and use new words introduced within thematic units, stories, and daily activities       MM04; MM04; MM03; MM73; MM74; MM75;         L 2       Alphabet Knowledge       MM37; MM32; MM47; MM57; MM77; MM33;         L 2.a       Children recognize and identify letters and make letter-sound connections.       MM04; MM09; MM32; MM47; MM57; MM77; MM77; MM33;         Produce the sound for some of the letters they recognize       MM24; MM47; MM57; MM77; MM57; Recognize, with modeling and support, their own name or other common words in print       MM88; MM88;         L 3       Print Knowledge       MM17; MM24; MM27; MM35;       L         L 3.a       criries meaning and spoken words are represented by text.       MM17; MM24; MM27; MM35;       MM17; MM24; MM27; MM35;         L 4       Hold a book in correct orientation and turn pages from front to back, usually one at a time       MM17; MM24; MM27; MM35;       MM09; MM47; MM35; <th>L 1.a</th> <th></th> <th></th>	L 1.a		
Identify whether two words rhyme         MM87; MM88; MM96;           Image: I			MM04; MM12; MM14; MM33; MM58; MM85;
MM20; MM22; MM24; MM27; MM33; MM51; MM53; MM54; MM56; MM58; MM71; MM72; MM74; MM72; MM78; MM81; MM82; MM85; MM87; MM88; MM81; MM82; MM85; MM87; MM88; MM89;         Orally blend and segment familiar compound words, with modeling and support       MM96; MM99; MM99; MM90; MM00; MM100; MM10; MM27; MM44; MM499; MM56; MM61; MM01; MM02; MM03; MM19; MM27; MM48; MM48; MM48; MM84; MM89; MM87; MM93;         L 2. Alphabet Knowledge       MM87; Mm93;         L 2.a Children recognize and identify letters and make letter-sound connections. Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print       MM09; MM32; MM47; MM57; MM44; MM98;         Produce the sound for sound of the letters they recognize       MM24; MM47; MM57; MM44; MM49;         Recognize, with modeling and support, their own name or other common words in print       MM98; MM98; MM47; MM57;         Recognize, with modeling and support, their own name or other common words in print       MM98;         A Print Knowledge       MM17; MM24; MM27; MM35;         L 3 Print Knowledge       MM17; MM24; MM27; MM35;         Children demonstrate book awareness and knowledge of basic print conventions; they understand that print       L 3.a         Carries meaning and spoken words are represented by text.       Hold a book in correct orientation and turn pages from front to back, usually one at a time       M09; MM47; MM83;         Demonstrate an understanding that print carries meaning and can be read (e.g., dicitating words to adults, recognizing their own name or a sibling'		Identify whether two words rhyme	
Comprehend and use new words introduced within thematic units, stories, and daily activities       MM01; MM02; MM03; MM19; MM27; MM46; MM48; MM49; MM36; MM61; MM63; MM69; MM73; MM74; MM75;         L 2       Alphabet Knowledge       MM87; MM93;         L 2.a       Children recognize and identify letters and make letter-sound connections.       MM01; MM02; MM32; MM47; MM57; MM74; MM75;         Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print       MM09; MM32; MM47; MM57; MM77; MM84; MM98;         Produce the sound for some of the letters they recognize       MM24; MM47; MM57;         Recognize, with modeling and support, their own name or other common words in print       MM98;         Recognize words that start with the same letter as their name       MM17; MM24; MM27; MM35;         L 3       Print Knowledge       MM17; MM24; MM27; MM35;         L 3.a       carries meaning and spoken words are represented by text.       Hold a book in correct orientation and turn pages from front to back, usually one at a time         Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")       MM09; MM47; MM83;         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;		Engage in rhyming games and songs; can complete a familiar rhyme	MM01; MM04; MM06; MM11; MM12; MM14; MM20; MM23; MM24; MM27; MM33; MM43; MM51; MM53; MM54; MM56; MM58; MM59; MM71; MM72; MM74; MM78; MM79; MM80; MM81; MM82; MM85; MM87; MM88; MM89; MM96; MM99;
Comprehend and use new words introduced within thematic units, stories, and daily activities       MM46; MM48; MM49; MM56; MM61; MM63; MM69; MM73; MM74; MM75; MM87; MM93;         L 2.       Alphabet Knowledge       MM87; MM93;         L 2.a       Children recognize and identify letters and make letter-sound connections.       MM09; MM32; MM47; MM57; MM77; MM77; MM87; MM93;         Produce the sound for some of the letters they recognize       MM24; MM98;       MM24; MM47; MM57; MM77; MM87; MM77; MM87; MM77; MM84; MM98;         Produce the sound for some of the letters they recognize       MM24; MM47; MM57; MM77; MM85;       MM09; MM24; MM47; MM57; MM77; MM85;         Recognize, with modeling and support, their own name or other common words in print       MM98;       MM17; MM24; MM27; MM35;         L 3       Print Knowledge       Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.       MM17; MM24; MM27; MM35;         L 3.a       Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")       MM09; MM47; MM83;         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;		Orally blend and segment familiar compound words, with modeling and support	MM04; MM100; MM18; MM50; MM55;
L 2       Alphabet Knowledge         L 2.a       Children recognize and identify letters and make letter-sound connections.         Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print       MM09; MM32; MM47; MM57; MM77; MM84; MM98;         Produce the sound for some of the letters they recognize       MM24; MM47; MM57;         Recognize, with modeling and support, their own name or other common words in print       MM98;         Recognize words that start with the same letter as their name       MM17; MM24; MM27; MM35;         L 3       Print Knowledge         Children demonstrate book awareness and knowledge of basic print conventions; they understand that print         L 3.a       Children demonstrate book awareness and knowledge of basic print conventions; they understand that print         L 4.3       Print Knowledge         Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")         Imitate the act of reading a book and demonstrate appropriate book-handling skills         Handle and care for books in a respectful manner		Comprehend and use new words introduced within thematic units stories and daily activities	MM01; MM02; MM03; MM19; MM27; MM38; MM46; MM48; MM49; MM56; MM61; MM62; MM63; MM69; MM73; MM74; MM75; MM76; MM87; MM93;
L 2.a       Children recognize and identify letters and make letter-sound connections.       MM09; MM32; MM47; MM57; MM77; MM57; MM77; MM84; MM98;         Produce the sound for some of the letters they recognize       MM09; MM32; MM47; MM57; MM77; MM84; MM98;         Produce the sound for some of the letters they recognize       MM24; MM47; MM57;         Recognize, with modeling and support, their own name or other common words in print       MM98;         Recognize words that start with the same letter as their name       MM17; MM24; MM27; MM35;         L 3       Print Knowledge       MM17; MM24; MM27; MM35;         L 3.a       Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.       Mold a book in correct orientation and turn pages from front to back, usually one at a time         Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")       MM09; MM47; MM83;         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;	12		
Recognize and name some letters of the alphabet, especially those in their own name as well as letters that       MM09; MM32; MM47; MM57; MM77; MM87; MM97; MM84; MM98;         Produce the sound for some of the letters they recognize       MM24; MM47; MM57;         Recognize, with modeling and support, their own name or other common words in print       MM98;         Recognize words that start with the same letter as their name       MM17; MM24; MM27; MM35;         L 3       Print Knowledge       MM17; MM24; MM27; MM35;         Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.       Hold a book in correct orientation and turn pages from front to back, usually one at a time         Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")       MM09; MM47; MM83;         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;			
occur frequently in environmental print       MM84; MM98;         Produce the sound for some of the letters they recognize       MM24; MM47; MM57;         Recognize, with modeling and support, their own name or other common words in print       MM98;         Recognize words that start with the same letter as their name       MM17; MM24; MM27; MM35;         L 3       Print Knowledge       MM17; MM24; MM27; MM35;         L 3.a       Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.       Mold a book in correct orientation and turn pages from front to back, usually one at a time         Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")       MM09; MM47; MM83;         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;	L 2.a		MM09: MM32: MM47: MM57: MM77: MM83:
Recognize, with modeling and support, their own name or other common words in print       MM98;         Recognize words that start with the same letter as their name       MM17; MM24; MM27; MM35;         L 3       Print Knowledge       MM17; MM24; MM27; MM35;         L 3.a       Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.       Print Knowledge         Hold a book in correct orientation and turn pages from front to back, usually one at a time       Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")       MM09; MM47; MM83;         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;			
Recognize words that start with the same letter as their name       MM17; MM24; MM27; MM35;         L 3       Print Knowledge       MM17; MM24; MM27; MM35;         Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.       Mode a book in correct orientation and turn pages from front to back, usually one at a time       MM09; MM47; MM83;         Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")       MM09; MM47; MM83;         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;		Produce the sound for some of the letters they recognize	MM24; MM47; MM57;
L 3       Print Knowledge         Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.       Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.         Hold a book in correct orientation and turn pages from front to back, usually one at a time       Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;		Recognize, with modeling and support, their own name or other common words in print	MM98;
Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.         Hold a book in correct orientation and turn pages from front to back, usually one at a time         Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")         Imitate the act of reading a book and demonstrate appropriate book-handling skills         Handle and care for books in a respectful manner		Recognize words that start with the same letter as their name	MM17; MM24; MM27; MM35;
L 3.a       carries meaning and spoken words are represented by text.         Hold a book in correct orientation and turn pages from front to back, usually one at a time         Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")         Imitate the act of reading a book and demonstrate appropriate book-handling skills         Handle and care for books in a respectful manner	L 3		
Hold a book in correct orientation and turn pages from front to back, usually one at a time         Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")         Imitate the act of reading a book and demonstrate appropriate book-handling skills         Handle and care for books in a respectful manner			
Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")       MM09; MM47; MM83;         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;	L 3.a		
recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")       MM09; MM47; MM83;         Imitate the act of reading a book and demonstrate appropriate book-handling skills       MM09; MM47; MM83;         Handle and care for books in a respectful manner       MM09; MM47; MM83;			
that say?")       MM09; MM47; MM83;         Initate the act of reading a book and demonstrate appropriate book-handling skills       Handle and care for books in a respectful manner			
Imitate the act of reading a book and demonstrate appropriate book-handling skills           Handle and care for books in a respectful manner			MM09: MM47: MM83:
Handle and care for books in a respectful manner			
L 4 Comprehension and Interest			
	L 4	Comprehension and Interest	
L 4.a Children show interest and an understanding of a variety of literacy experiences.			
Enjoy and ask to engage in book reading, book writing, or other literacy-related activities			
Explore a variety of literary genres, such as fiction, fantasy, informational texts			
Share opinions about what they did or did not like about a book or story			
With assistance and support, engage in writing activities (e.g., labeling a picture)			
Begin to understand the sequence of a story		Begin to understand the sequence of a story	

#	Standards	Mighty Minutes
	With support, retell or reenact familiar stories with pictures or props as prompts	
	Ask and answer questions about main characters or events in a familiar story	
	With modeling and support, make predictions about what might happen next in a story and determine if their	
	predictions were confirmed	
	With modeling and support, demonstrate knowledge from informational texts	
	Respond to the question "what made you think so?" in response to their ideas about books and stories, with more depth and detail	
L 6	Emergent Writing	
_	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding	
L 6.a	of writing as a means of communication.	
	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and	
	numerals to write or represent words or ideas	MM09;
	With modeling and support, write some letters	MM09;
	With modeling and support, write numerals one through nine	
	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of	
L 6.b	drawing, dictating, and writing to communicate; they participate in shared writing.	
	Use letter-like symbols to create written materials during play or to express an idea	MM09;
	Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area,	
	science center)	
	Dictate ideas, sentences, and stories	
	With modeling and support, discuss or answer questions about their writing and drawings	
	60 Months	
L 1	Phonological Awareness	
L 1.a	Children notice and discriminate the sounds of spoken language.	
	Match beginning sounds of some words; are able to name several words that begin with the letter sound of	
	their name	MM14; MM17; MM18; MM24; MM27; MM35;
		MM04; MM12; MM14; MM27; MM58; MM79;
	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance") Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral	MM85; MM87; MM88; MM96;
	words, children can select those that begin with same sound, although they may not be able to identify the	
	letter)	MM14; MM17; MM18; MM24; MM27; MM35;
	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch,	······································
	butter sandwich, butter bear")	MM04; MM55;
	With modeling and support, identify, blend, and segment syllables in spoken words	MM04; MM100; MM50; MM59; MM60; MM95;
	With modeling and support, delete the onsets of words (e.g., "pair-air, fruit-root")	MM04; MM100; MM18; MM27; MM50;
	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-	
	ook" to make "cook")	MM04; MM27; MM50;
L 2	Alphabet Knowledge	
L 2.a	Children recognize and identify letters and make letter-sound connections.	
		MM09; MM32; MM57; MM77; MM83; MM84;
	and last name) as well as letters that occur frequently in environmental print	MM98;

#	Standards	Mighty Minutes
	Produce the sound for many of the letters the recognize	MM17; MM24; MM57;
	Correctly sort letters and find words that contain specified letters	MM47; MM57;
	Demonstrate an understanding that strings of letters represent a sequence of spoken sounds	MM55;
L 3	Print Knowledge	
	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print	
L 3.a	carries meaning and spoken words are represented by text.	
	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different	
	fonts) and indicate where to start reading on a page and how to progress across and down a page	MM47; MM55;
	Describe roles of authors and illustrators and connect books to specific authors of illustrators	
	Identify familiar words in books and the environment	MM55;
	Recognize their own printed name and those of their siblings or friends	MM98;
L 4	Comprehension and Interest	
L 4.a	Children show interest and an understanding of a variety of literacy experiences.	
	Attend to and request longer and more complex books or stories	
	Engage in independent writing activities during routine times, such as pretending to write in their own	
	journal	MM09;
	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related	
	problems, and resolutions)	
	Engage in higher-order thinking during shared reading experiences, such as making predictions and	
	inferences, determining cause-and-effect relationships, and summarizing stories	
	Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships	
	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic	
	model of a Triceratops after being read a book about dinosaurs.)	
	With guidance and support, relate events and information from stories to their own experiences	MM11; MM23; MM46; MM61;
L 6	Emergent Writing	
	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding	
L 6.a	of writing as a means of communication.	
	With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes	
	using letter-like forms	MM09;
	Write their first name nearly correctly (may switch the order of letters or write some letters backwards)	MM09:
	Use invented spelling	1
	With modeling and support, write numerals one through twenty	
	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of	
L 6.b	drawing, dictating, and writing to communicate; they participate in shared writing.	
	With modeling and support, use writing and or digital tools to communicate information, tell a story, or	
	answer a question	
	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother,	
	taking a restaurant "order" in a dramatic play area, writing a grocery list)	
	Mathematics	

#	Standards	Mighty Minutes
	48 Months	
M 1	Number Sense and Quantity	
	Children develop number recognition and counting skills and learn the relationship between numbers and	
M 1.a	the quantity they represent.	
		MM05; MM07; MM21; MM29; MM42; MM51
	Quickly name the number in a group of objects, up to four	MM53;
	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in	
	sequence) with occasional errors	MM07; MM15; MM79; MM96;
	Use strategies to accurately count sets of up to 10 objects	MM07; MM21; MM42; MM43;
	Understand that the last number counted represents the number of objects in a set	MM07; MM15; MM21; MM42; MM43; MM79
	Associate a quantity with a written numeral up to five	MM07; MM15;
	Recognize and write some numerals up to 10	
M 2	Number Relationships and Operations	
M 2.a	Children learn to use numbers to compare quantities and solve problems.	
	i al la call a al color por tra color e por t	
	Understand that a entire set of objects is more than its parts when the set is divided into smaller groups	MM42; MM53;
	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is	
	smaller than five	MM42; MM53;
	Use one-to-one correspondence to compare small sets of similar objects	MM42; MM53;
М 3	Classification and Patterning	
	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next	
M 3.a	sequence in a pattern.	
	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)	MM02; MM03; MM05; MM68; MM71; MM95
	Classify everyday objects that go together (e.g., mittens, hats, coats)	
	Demonstrate recognition of a simple, repeating pattern	MM26; MM28; MM36; MM65;
	Replicate, complete, and extend repeating patterns	MM26; MM28; MM36; MM65;
	Recognize, name, and extend basic growing (or enlarging) patterns (e.g., "one more")	MM26; MM28; MM36; MM65;
M 4	Measurement, Comparison, and Ordering	
	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use	
M 4.a	differences in attributes to make comparisons.	
	Compare two small sets of objects (five or fewer)	
	Make small series of objects (e.g., putting three or four objects in order by length)	
	Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour	
	the same amount of juice into three cups, looking to see if one cup has more than the others)	MM75;
	Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort	
	is)	
		MM02; MM19; MM46; MM48; MM49; MM61
	Use comparative language (e.g., "shortest," "heavier," "biggest")	MM76;

#	Standards	Mighty Minutes
M 5	Geometry and Spatial Sense	
	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions	
M 5.a	of objects in space.	
	Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and	
	line shapes to create an image of a snowman)	
	Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles) Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-	
	dimensional shapes, such as building blocks	
	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or	
	orientation	MM20; MM22; MM52; MM97;
	Use basic language to describe their location (e.g., "I am under the bed.)	MM19; MM38; MM62; MM65; MM74;
	Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.)	MM18; MM19; MM38; MM62; MM65; MM74;
	60 Months	
M 1	Number Sense and Quantity	
	Children develop number recognition and counting skills and learn the relationship between numbers and	
M 1.a	the quantity they represent.	
	Quickly name the number in a group of objects, up to 10	MM07; MM21; MM42; MM43;
	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence),	
	demonstrating an understanding of the number pattern	MM07; MM15; MM96;
		MM21; MM42; MM43;
	$\cdot$	MM07; MM15; MM42; MM79; MM80;
	Recognize and order each written numeral up to 10	MM07; MM15;
	Associate a quantity with a written numeral up to 10	MM04; MM07; MM15;
M 2	Number Relationships and Operations	
M 2.a	Children learn to use numbers to compare quantities and solve problems.	
	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other	
	Understand that adding one or taking away one changes the number in a group of objects by exactly one	MM29; MM42; MM51; MM53;
	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten	MM42: MM53:
MO		1010142, 1010135,
M 3	Classification and Patterning Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next	
М 3.а	sequence in a pattern.	
0.0		MM02; MM03; MM05; MM68; MM71;
	Sort objects by more than one attribute (e.g., color and shape) more wood more groups	
	rules (e.g., "These are all of the red ones, but these are all of the big ones")	MM02; MM03; MM05; MM68; MM71;
	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being	
	told a pattern, replicating the pattern with manipulatives)	MM26; MM28; MM36; MM65;
	Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)	MM26; MM28; MM36; MM65;

#	Standards	Mighty Minutes
	Replicate and extend simple growing (or enlarging) patterns	MM26; MM28; MM36; MM65;
M 4	Measurement, Comparison, and Ordering Children learn to measure objects by their various attributes (length, height, weight, volume) and to use	
M 4.a	differences in attributes to make comparisons.	
	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are	
	perceptually clear (e.g., arranging a rock collection from the largest to the smallest)	
	Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for	MM75:
	volume) Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.")	MM75;
M 5	Geometry and Spatial Sense	
IVI J	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions	
M 5.a	of objects in space.	
	Describe and compare shapes using their attributes (e.g., "a triangle has three sides, but a square has four.")	MM20; MM22; MM32; MM52; MM97;
	Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)	
	Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three- dimensional shapes, such as building blocks	•
	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon,	
	trapezoid, and rhombus)	MM20; MM32; MM52; MM97;
	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder)	MM22; MM97;
	Understand and use language related to directionality, order, and the position of objects, such as "up,	
	""down," "in front," and "behind"	MM19; MM38; MM62; MM74;
	Science	
	48 Months	
<b>S</b> 1	Scientific Inquiry and Application	
S 1.a	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.	
	Make increasingly complex observations about objects and events in their environment (e.g., noticing	MM16; MM39; MM48; MM63; MM66; MM68;
	patterns in events or identifying attributes of objects that are similar and/or different)	MM97;
	Make simple predictions and plans to carry out investigations	
	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g.,	
	changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall	
	down)	
	Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g.,	
	placing objects on a balance scale to see which is heavier)	
S 2	Knowledge of Science Concepts	
	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally	
S 2.a	occurring.	
	Demonstrate an understanding of the differences between living and non-living things	MM45; MM54; MM56;
	Describe how living things change over time	MM45;
	Understand the characteristics of and differences between habitats for people and habitats for animals	MM45; MM54;

#	Standards	Mighty Minutes
	Investigate the properties of natural elements and provide simple descriptions	MM39; MM48; MM63; MM66;
	Use observable characteristics to describe and categorize physical objects and materials based on	MM16; MM39; MM48; MM63; MM66; MM67;
	differences or similarities	MM68; MM97;
	60 Months	
<b>S</b> 1	Scientific Inquiry and Application	
S 1.a	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.	
	Use a variety of tools (e.g., measuring devices) to gather information and observe processes and	
	relationships (e.g., using the Internet to find information on what types of food fish eat and how much food	
	they need, using measuring cups to measure fish food, then observing fish and recording how much they eat)	
	Engage in elements of the scientific process, which includes observing, making predictions, recording	
	predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes	
	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after	
	observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)	
S 2	Knowledge of Science Concepts	
	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally	
S 2.a	occurring.	
	Describe the characteristics that define living things	MM45; MM54; MM56; MM94;
	Observe the similarities, differences, and categories of plants and animals	MM45; MM54;
	Ask and answer questions about changes in the appearance, behavior, and habitats of living things	MM45; MM54;
	Use increasingly complex vocabulary to describe natural elements	MM48; MM63; MM66;
	Differentiate between natural and man-made materials	MM39; MM48; MM63; MM66;
	Describe changes that occur in the natural environment over time	
	Make observations about physical properties of objects, the motion of toys and objects, and changes in	
	matter	MM39; MM63; MM66;
	Social Studies	
	48 Months	
<b>SS 1</b>	Self, Family, and Community	
	Children gain awareness of how they relate to their family and community, understand social roles and	
SS 1.a	responsibilities, and recognize and respect similarities and differences in people.	
	Share information about their family and community	MM01; MM11; MM71;
	Demonstrate an awareness of and appreciation for family and cultural stories	
	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.")	
	Demonstrate an awareness of group rules and the outcomes of choices	MM42; MM52;
	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)	MM42; MM52; MM83;
	Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner")	MM16; MM34; MM39; MM66; MM67;

#	Standards	Mighty Minutes
	Identify and ask questions about similarities and differences between personal, family, and cultural	
	characteristics	
	Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying "That man is nice," or "She has red hair.")	MMCO
00.0	,	MM69;
SS 2	Self, History, and Geography	
SS 2.a	Children understand the concepts of time (past, present, and future) and place.	
	Communicate about personal history (e.g., "When I was little ")	
	Use such words as "today" or "day" and "night"	
	Communicate with increasing specificity about the location of objects and areas at school and home	MM19; MM38; MM62; MM63; MM65; MM74;
	60 Months	
<b>SS</b> 1	Self, Family, and Community	
	Children gain awareness of how they relate to their family and community, understand social roles and	
SS 1.a	responsibilities, and recognize and respect similarities and differences in people.	
	Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond	
	common holiday customs) Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for	
	example, by acting out family or community roles and events	MM34; MM39; MM46; MM67;
	Demonstrate an understanding that "fairness" involves taking turns and sharing roles	MM12; MM42; MM52; MM99;
	Engage in peer conflict resolution with increasing independence	
	Make comparisons about similarities and differences among people and use themselves as a reference (e.g.,	
	saying "That boy is bigger than me!")	
SS 2	Self, History, and Geography	
SS 2.a	Children understand the concepts of time (past, present, and future) and place.	
	Use such terms as "today," "tomorrow," and "next time" with some accuracy	
	Use and understand concepts of "before" and "after"	
	Recognize the passage of time through day-and-night cycles and through changing seasons	
	Recognize common features in their immediate environment (e.g., talking about the apple tree outside their	
	back door, or commenting on the river they cross on their ride to school) Create drawings of home and school	MM62; MM63;
	Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet	
	in their bedroom)	
	Identify familiar landmarks (police or fire station, grocery store)	MM62; MM63;
	Physical Health and Motor Development	
	48 Months	
PH 1	Health and Safety Practices	
PH 1.a	Children engage in structured and unstructured physical activity.	
	Carry bags or objects over short distances	
	Practice kicking, throwing, and running	
	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding	
PH 1.b	to them.	

#	Standards	Mighty Minutes
	Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation	
	Understand the difference between "safe touch" and "unsafe touch," especially if previously instructed	
	Tell what the consequences are of unsafe behaviors	
	With adult assistance, look both ways before crossing the street	
PH 1.c	Children develop self-help skills.	
	Help with mealtime routines, such as setting a table	
	Brush their teeth with assistance from an adult	
	Wash and dry hands with verbal prompts and support	
	Attempt dressing and undressing	
	Put their shoes on but may need assistance with tying them	
	Choose their own clothes to wear	
	Use a toilet	
	Cover their mouth when coughing	
PH 2	Gross Motor Development	
PH 2.a	Children develop large muscle control, strength, and coordination.	
FN 2.a	Pedal a tricycle	
	Aim and throw a ball overhand toward a target	
	Bounce a ball	
	Hit a stationary ball with a plastic or foam bat	
	Use arms and legs in a coordinated manner to "pump" on a swing	
	Jump off a bottom step with two feet	MM28; MM72;
	Jump with two feet over small objects	MM28; MM72;
PH 2.b	Children develop traveling skills.	
1112.0	Run up to a ball and kick it while maintaining balance	
	Walk or run around obstacles and corners	MM05; MM32;
	Walk up and down stairs, alternating feet	
	Understand the position or orientation of their body to other objects and people	
PH 3	Fine Motor Development	
PH 3.a	Children develop small-muscle control, strength, and coordination,	
111 5.4	String small beads onto shoe laces	
	Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)	
	Use scissors with purpose	
PH 3.b	Children develop writing and drawing skills.	
111 3.5	Hold a regular pencil using an adult grip	MM47;
	Imitate a horizontal and vertical stroke	
	Imitate a drawn cross	
	Imitate a drawn circle	
	Write letter or numeral-like forms	MM09;

#	Standards	Mighty Minutes
	60 Months	
PH 1	Health and Safety Practices	
	Children engage in structured and unstructured physical activity.	
	Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60	
	minutes total each day)	MM05; MM17; MM28; MM41; MM72;
	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding	
	to them.	
	Follow safety rules with adult assistance	
	Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas	
	Follow emergency routines after adult instruction	
	Understand the consequences of not following rules related to safety	
	Children develop self-help skills.	
	Help in preparing snacks and meals	
	Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)	
	Dress or undress	
	Manage zippers, buttons, buckles, and Velcro	
	Tell an adult caregiver when tired	
PH 2	Gross Motor Development	
PH 2.a	Children develop large muscle control, strength, and coordination.	
	Catch a small ball with two hands	
	Bounce a ball and catch it	
	Aim and throw a ball with some accuracy	
	Children develop traveling skills.	
	Hop forward on one foot without losing balance	MM10; MM17; MM28; MM72;
	Walk along a beam or edge	MM28; MM72;
	Gallop	
	Skip	MM10;
	Run with control and balance, making quick turns without losing speed and quick stops	
	Demonstrate how their body can move forward, backward, left and right	MM05; MM10; MM32;
	Demonstrate how their body can move fast or slow	MM05; MM10; MM32;
PH 3	Fine Motor Development	
	Children develop small-muscle control, strength, and coordination,	
	Fold a piece of paper with accuracy and symmetry	
	Work a puzzles of up to 10 pieces	
	Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)	
	Hold paper and begin to cut with scissors along a straight line	
	Children develop writing and drawing skills.	
	Draw recognizable shapes	
	Write some letters and numerals	MM09;

#	Standards	Mighty Minutes
	Social and Emotional Development	
	48 Months	
SE 1	Relationships with Others	
	Children develop trust in and engage positively with adults who are familiar and consistently present in	
SE 1.a	children's lives.	
	Seek approval from adults	
	Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults	
SE 1.b		MM77; MM78;
SE 1.0	Children engage in positive relationships and interactions with other children.	MM12; MM52;
	Share and take turns using materials	1/11/12, 1/11/152,
	Suggest solutions to conflicts, with adult guidance and assistance	
	Initiate play and conversations with other children	MM42; MM78;
	Participate in pretend play with other children	MM16; MM34; MM39; MM46; MM66; MM67;
	Express how another child or storybook character might feel	
	Notice and show concern for peers' feelings	
	Comfort peers when they are hurt or upset, with adult guidance and assistance	
SE 2	Sense of Self	
	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and	
SE 2.a	perspectives.	
	Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.")	
	Understand that other people have different physical characteristics as well as different thoughts, beliefs,	
	ideas, and feelings.	
	Demonstrate an awareness of their own likes and preferences	
SE 2.b	Children develop the confidence to complete an action successfully or independently.	
	Choose materials and activities	
	Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)	MM55; MM92;
SE 3	Self-regulation	
SE 3.a	Children develop the ability to express and regulate their own emotions.	
3E 3.d	Children develop the ability to express and regulate their own emotions.	
	Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)	
	Can express emotions using words, signs, or other communication methods	MM02;
	Take pride in their accomplishments	
	Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing	
	things, pounding)	
SE 3.b	Children develop the ability to control impulses.	
		MM13; MM25; MM30; MM36; MM64; MM73;
	Usually follow classroom rules and expectations	MM82;
	Adjust to changes in routines and activities	MM25; MM30; MM36; MM64; MM73;
	Ask or wait for adult permission before doing something they are unsure about	MM13; MM25; MM36; MM64;

with Rhode Island Early Learning and Development Standards

#	Standards	Mighty Minutes
	Use materials with purpose, safety, and respect	MM52;
	Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)	MM25; MM36; MM82;
	Stop an engaging activity to transition to another less desirable activity with adult guidance and support	MM13; MM25; MM30; MM36; MM73; MM82;
	60 Months	
SE 1	Relationships with Others	
SE 1.a	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.	
	Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults	MM77; MM78;
	Have a close relationship with a consistent non-parental caregiver, showing interest in the adult's feelings, preferences, and well-being and sharing their experiences	MM77; MM78;
	Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)	MM77; MM78;
SE 1.b	Children engage in positive relationships and interactions with other children.	
	Make decisions with other children, with adult guidance and assistance	MM42;
	Demonstrate consideration for and cooperation with other children	MM42; MM78;
	Prefer to play with one or two special friends	MM78;
	Suggest solutions to conflicts	
	Demonstrate an ability to compromise when working or playing in a group	MM42; MM52; MM78;
	Sustain interactions with friends for increasing periods of time	MM78;
	Successfully enter into play when a group of children are already involved	MM42; MM78;
	Can predict the causes of other children's emotions (e.g., "she is sad because ")	
SE 2	Sense of Self	
SE 2.a	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	
	Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart."	MM69;
	Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber."	
SE 2.b	Children develop the confidence to complete an action successfully or independently.	
	Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)	
	Stay with a task until it is completed	MM21; MM22; MM31;
	Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances	
SE 3	Self-regulation	
SE 3.a	Children develop the ability to express and regulate their own emotions.	
	Control strong emotions most of the time in an appropriate manner	
	Persist at a difficult task with decreasing amounts of frustration	MM21; MM22; MM31;

#	Standards	Mighty Minutes
	Can name emotions using words, signs, or other communication methods	MM02; MM27;
SE 3.b	Children develop the ability to control impulses.	
	With adult assistance, demonstrate control over actions, words, and emotions in response to a situation	
	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)	MM13; MM25; MM30; MM36; MM64;
	Participate in group activities for increasing amounts of time	MM42; MM78;
	Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity	MM13; MM25; MM30; MM36; MM64; MM73; MM82;
	Creative Arts	
	48 Months	
CA 1	Experimentation and Participation in the Creative Arts	
CA 1.a	Children gain an appreciation for and participate in the creative arts.	
	Express preferences for some different types of art, music, and drama	MM06; MM39; MM43; MM44; MM64; MM66; MM70; MM71; MM72; MM90; MM91; MM93; MM99;
	Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom	MM01; MM06; MM39; MM43; MM44; MM64; MM66; MM70; MM71; MM72; MM78; MM89; MM90; MM91; MM93; MM94; MM99; MM06; MM14; MM39; MM43; MM66; MM70;
	Notice and communicate about art, music, and drama	MM71; MM72; MM91; MM93;
	Explore musical instruments and use them to produce rhythms and tones	MM66; MM70; MM91;
	Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot.")	
	Act out the plots and characters found in familiar stories	MM34; MM39; MM43; MM44; MM46; MM90;
	Participate in pretend play with other children	MM16; MM39; MM46; MM66; MM67;
	Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice	
	60 Months	
<b>CA</b> 1	Experimentation and Participation in the Creative Arts	
CA 1.a	Children gain an appreciation for and participate in the creative arts.	
	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs	MM06; MM11; MM14; MM20; MM24; MM64; MM66; MM70;
	Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)	
	Write and act out stories based upon familiar topics or characters	MM43;
	Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.	MM06; MM39; MM43; MM44; MM64; MM66; MM71; MM72; MM90; MM93; MM94; MM99;
	Plan art and show increasing care and persistence in completing it	

#	Standards	Mighty Minutes
	Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices	
	and preferences in some detail	
	Communicate about elements appearing in art, music, and drama	MM06; MM14; MM39; MM43; MM66; MM71; MM72; MM90; MM91; MM93;
	Cognitive Development	
	48 Months	
CD 1	Logic and Reasoning	
CD 1.a	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	
	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to	
	gather toys into one spot rather than trying to carry them all by hand)	MM11; MM23;
	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and	
	smaller blocks on top to make a tower that doesn't topple)	MM31;
	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling	
	two different cars down a ramp and observing the different distances traveled)	MM31;
	Sort objects and then count and compare the groups formed	
CD 2	Memory and Working Memory	
CD 2.a	Children hold information in their mind and manipulate it to perform tasks.	
	Communicate with some detail about events that happened in the past	MM06; MM11; MM23; MM46;
	With support, retell or reenact familiar stories, including such details as characters, phrases, and events	
	Put several objects or groups in order by a quantitative attributes (number, length, etc.)	
	Solve simple word problems with totals of five or fewer items (e.g., concluding that they have a total of four	
	pencils if they already have three and are given one more)	MM42; MM53;
	Successfully follow three-step directions	MM04; MM12; MM38; MM74; MM91;
CD 3	Attention and Inhibitory Control	
CD 3.a	Children's skills increase in filtering impulses and sustaining attention on a task.	
00 0.0	With adult support, avoid imitating the negative behavior of another child	MM42:
	With adult support, avoid initialing the negative behavior of another child	MM12; MM42; MM52; MM83;
	Focus on increasingly complex topics for longer periods of time	MM31:
	Return to complete a task if interrupted	
	Count only those objects in a group that have a specific attribute (a.g., all of the rad care in a picture)	
	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture) Solve simple arithmetic problems	MM29; MM42; MM53;
	Build block buildings and include such structural features as arches and ramps	IVIIVIZJ, IVIIVI4Z, IVIIVIJJ,
CD 4	Cognitive Flexibility	
CD 4.a	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	
	Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)	MM13; MM25; MM30; MM36;
	Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom)	MM25; MM30; MM36; MM64; MM73;
	······································	-,

#	Standards	Mighty Minutes
	Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g.,	
	accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a thick	
	rug)	
	Continue to count when another item is added to a set	MM05; MM07; MM15; MM21; MM29; MM42; MM51; MM53;
	Understand that not all children want the same things	
	60 Months	
CD 1	Logic and Reasoning	
CD 1.a	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	
	Solve complex problems by planning and carrying out a sequence of actions	
	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to	
	staple pieces of paper after unsuccessfully trying to tape them together)	
	Explain their reasoning behind a strategy or choice and why it worked or didn't work	MM31;
CD 2	Memory and Working Memory	
CD 2.a	Children hold information in their mind and manipulate it to perform tasks.	
	Accurately recount past experiences in the correct order and include relevant details	MM06; MM11; MM23; MM46;
	Retell a familiar story in the proper sequence, including such details as characters, phrases, and events	
	Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?")	
	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.) Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes if	
	they have seven and are given two more)	MM42; MM53;
	Successfully follow detailed, multi-step directions	MM04; MM38; MM74; MM86; MM91;
CD 3	Attention and Inhibitory Control	
CD 3.a	Children's skills increase in filtering impulses and sustaining attention on a task.	
	Without adult reminders, wait to communicate information in a group	MM42; MM83;
	Maintain focus on a project for a sustained period of time and over several days	
	Return with focus to an activity or project after having been away from it for a period of time	
	Demonstrate an awareness of important activities that are "coming up" or "in the near future" (e.g., keeping	
	track of the days until a birthday or vacation trip) as a strategy to control excitement	
	Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of	
	circles and variously sized rectangles to make the image of a person)	
	Build complex block buildings, intentionally maintaining such features as symmetry	
CD 4	Cognitive Flexibility	
CD 4.a	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	
	Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the	
	weather gets colder or it rains)	MM25; MM30; MM36; MM64; MM73;
	Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet	
	versus outdoor voices or feet)	MM13; MM30; MM36; MM64; MM73;

#	Standards	Mighty Minutes
	Reconstruct a pattern using different materials or modalities	MM26; MM28; MM36; MM65;
	Sort by more than one attribute (e.g., color and shape) into two or more groups	MM02; MM03; MM05; MM68; MM71;
	Correctly add an object to an existing series (e.g., of increasing lengths)	

#	Standards	Intentional Teaching Cards
	Language	
	48 Months	
LD 1	Receptive Language	
LD 1.a	Young children attend to, understand, and respond to increasingly complex language.	
	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior	LL06; LL09; LL33; LL53; LL62; M60; P01;
	knowledge	SE05; SE06; SE22;
		LL01; LL09; LL10; LL11; LL12; LL14; LL43; LL53; LL59; M31; M40; M46; M51; M55;
	Demonstrate an understanding of conversations by responding to questions and prompts	SE01:
	Demonstrate an understanding of several hundred words in their home language, including those relating	
	to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and	LL09; LL10; LL11; LL12; LL43; LL53; LL59;
	texts)	M31; M40; M46; M51; M55; SE01;
	Distinguish between real and made-up words	
	Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas	LL01; LL09; LL11; LL43; LL53; LL59; M31; M40; M46; M51; M55; SE01;
		LL35; LL37; LL51; LL55; LL59; M09; M40;
	Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with	M51; M56; P01; P05; P06; P07; P09; P13;
	water, and clean your table top?")	P22; P27; P28; P33; SE01;
LD 2	Expressive Language	
	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and	
LD 2.a	needs.	
	Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors	LL01; LL08; LL12; LL16; LL19; LL27; LL43; LL46; LL49; LL51; LL60;
		LL46, LL49, LL51, LL60, LL01; LL08; LL12; LL16; LL19; LL27; LL43;
	Pronounce new, long, or unusual words if they have modeling and support	LL46; LL49; LL51; LL60;
		LL01; LL08; LL15; LL18; LL27; LL32; LL33;
	Use a variety of vocabulary words, including words to express emotions, to talk about position and	LL37; LL43; LL45; LL46; LL49; LL53; LL54;
	direction, to describe relations between objects, to describe actions, and to express needs	LL60; LL61; M01; M20; M23; M25; M31; M35 M36; M46; M51; M55; M56; M70; SE04;
	direction, to describe relations between objects, to describe actions, and to express needs	LL01; LL08; LL15; LL18; LL27; LL32; LL33;
	Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking	LL37; LL43; LL45; LL46; LL49; LL53; LL54;
	about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating	LL60; LL61; M20; M25; M31; M35; M46; M51
	words to their opposites	M55; M56; M70; SE04;
		LL01; LL08; LL27; LL32; LL33; LL37; LL43;
		LL45; LL46; LL49; LL53; LL54; LL60; LL61;
	Determine, with modeling and support, the meanings of unknown words by asking questions or using	M20; M25; M31; M35; M46; M51; M55; M56;
	contextual clues, such as pictures that accompany text	M70;
		LL01; LL08; LL18; LL27; LL32; LL33; LL37;
		LL43; LL45; LL46; LL49; LL53; LL54; LL60;
		LL61; M20; M25; M31; M35; M46; M51; M55
	Experiment with using new words in conversation	M56; M70; SE04;
		LL01; LL08; LL16; LL19; LL27; LL46; LL54;
	Use longer, more increasingly complex sentences, including complete four- to six-word sentences	LL60; M70;

#	Standards	Intentional Teaching Cards
	Use, with modeling and support, more complex grammar and parts of speech, including common	LL01; LL08; LL16; LL27; LL46; LL54; LL60;
	prepositions, regular plural nouns, correct subject- verb agreement, pronouns, and possessives	M01; M23; M36; M51; M55; M56;
		LL01; LL33; LL43; LL45; LL46; LL49; LL53;
		LL54; LL60; LL61; M20; M25; M31; M35;
	Continue to ask "who," "what," "why," and "where" questions	M46; M51; M55; M56; M70; SE04;
LD 3	Pragmatics	
LD 3.a	Young children understand, follow, and use appropriate social and conversational rules.	
	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial	
	expressions) and the ability to use them	LL02; SE10;
	Use appropriate volume and intonation when speaking in a variety of social situations	LL02; SE10;
	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g.,	
	responding appropriately to such direction as "Only one child speaks at once; raise your hand.")	LL02; SE10;
	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating	M40.0500.0540
	to and building upon what was said previously	M42; SE06; SE10;
	60 Months	
LD 1	Receptive Language	
LD 1.a	Young children attend to, understand, and respond to increasingly complex language.	
	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases	
	and ideas	M46; M51; M55; SE01;
		LL01; LL09; LL11; LL43; LL53; LL59; M31;
	Respond appropriately to a specific and varied vocabulary	M40; M46; M51; M55; SE01;
		LL35; LL51; LL55; LL59; M09; M40; M51;
	Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.")	M56; P01; P05; P06; P07; P09; P13; P22; P27: P28: P33: SE01:
		127,120,133,3201,
LD 2	Expressive Language	
LD 2.a	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	
LD 2.a		LL01; LL08; LL12; LL16; LL19; LL27; LL43;
	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors	LL46; LL49; LL51; LL60;
		LL01; LL08; LL15; LL18; LL27; LL32; LL33;
		LL37; LL43; LL45; LL46; LL53; LL54; LL60;
		LL61; M20; M25; M31; M35; M46; M51; M55
	Expand their vocabulary with words of increasing specificity and variety	M56; M70; SE04;
		LL01; LL08; LL15; LL27; LL32; LL33; LL37;
		LL43; LL45; LL46; LL53; LL54; LL60; LL61;
	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of	M20; M25; M31; M35; M46; M51; M55; M56;
	unknown words	M70; SE04;
	Use increasingly complex, longer sentences, including sentences that combine two or three phrases	LL01; LL08; LL16; LL27; LL46; LL54; LL60; M70:
	Use more complex grammar and parts of speech, including prepositions, regular and irregular plural	IVI7 0,
	forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular parts	
	tense verbs	LL01; LL08; LL16; LL27; LL46; LL54; LL60;

	Young children understand, follow, and use appropriate social and conversational rules. Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.")	
	(a g responding appropriately to such direction as "Only one shild speaks at once; raise your hand ")	
		LL02; SE10;
	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to	
		M42; SE06; SE10;
	Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes	LL02; M42; SE06; SE10;
	Literacy	
	48 Months	
L1	Phonological Awareness	
L 1.a	Children notice and discriminate the sounds of spoken language.	
	Demonstrate an awareness of words as separate units	LL52;
	Identify whether two words rhyme	LL10; LL11; LL14; LL19; LL44;
	Engage in rhyming games and songs; can complete a familiar rhyme	LL10; LL11; LL14; LL19; LL30; LL44; LL55;
		LL52;
L 2	Comprehend and use new words introduced within thematic units, stories, and daily activities Alphabet Knowledge Children recognize and identify letters and make letter-sound connections.	LL27; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL59; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70; SE04; LL02; LL03; LL05; LL07; LL13; LL15; LL17;
	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print	LL20; LL21; LL22; LL23; LL26; LL28; LL29; LL30; LL31; LL34; LL36; LL40; LL41; LL42; LL47; LL48; LL50; LL56; LL02; LL03; LL07; LL13; LL15; LL20; LL21; LL23; LL26; LL28; LL29; LL30; LL31; LL40; LL44; LL47; LL48; LL50;
		LL01; LL02; LL04; LL05; LL07; LL10; LL13; LL15; LL16; LL19; LL20; LL21; LL24; LL25; LL26; LL29; LL30; LL31; LL35; LL36; LL38; LL41; LL42; LL46; LL47; LL49; LL50; LL51; LL56; M08; M27; M28; M29; M33; M43; M52; M53; M54; M57; M64; M65; M67; M68; M69;
		M70; M71; M72; M73; M74; M75; M76;
		LL16; LL19;
	Print Knowledge	
	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.	

#	Standards	Intentional Teaching Cards
		LL02; LL04; LL05; LL07; LL15; LL20; LL21;
		LL22; LL23; LL24; LL25; LL26; LL27; LL30;
	Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults,	LL31; LL32; LL36; LL39; LL40; LL41; LL42;
	recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does	LL47; LL50; LL57; LL58; LL59; LL60; LL63;
	that say?")	M17; P32; SE19; SE21;
	Imitate the act of reading a book and demonstrate appropriate book-handling skills	
	Handle and care for books in a respectful manner	LL02; LL04; LL20;
L 4	Comprehension and Interest	
L 4.a	Children show interest and an understanding of a variety of literacy experiences.	
		LL04; LL57; LL58; LL59; LL60; LL62; LL63;
	Enjoy and ask to engage in book reading, book writing, or other literacy-related activities	P32; SE21;
	Explore a variety of literary genres, such as fiction, fantasy, informational texts	
	Share opinions about what they did or did not like about a book or story	LL09; LL62; SE05;
		LL04; LL27; LL32; LL39; LL40; LL45; LL57;
		LL58; LL59; LL60; LL63; M17; P32; SE19;
	With assistance and support, engage in writing activities (e.g., labeling a picture)	SE21;
	Begin to understand the sequence of a story	LL09; LL62; SE05;
	With support, retell or reenact familiar stories with pictures or props as prompts	LL06; LL09; LL33; LL62;
	Ask and answer questions about main characters or events in a familiar story	LL09; LL62; SE05;
	With modeling and support, make predictions about what might happen next in a story and determine if	
	their predictions were confirmed	LL09; LL62;
	With modeling and support, demonstrate knowledge from informational texts	LL09; LL62;
	Respond to the question "what made you think so?" in response to their ideas about books and stories,	
	with more depth and detail	LL09; LL62; SE05;
L 6	Emergent Writing	
	Children learn writing skills and show knowledge of writing conventions; they demonstrate an	
L 6.a	understanding of writing as a means of communication.	
	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and	LL04; LL13; LL25; LL32; LL39; LL40; LL45;
	numerals to write or represent words or ideas	LL57; LL58; LL59; LL60; LL63; P32; SE21;
	With modeling and summary units some letters	LL04; LL13; LL32; LL39; LL40; LL45; LL57;
	With modeling and support, write some letters	LL58; LL59; LL60; LL63; P32; SE21;
	With modeling and support, write numerals one through nine	M04; M41; M78; M79;
L 6.b	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.	
L 0.0	or drawing, dictating, and writing to communicate, they participate in shared writing.	LL04; LL13; LL32; LL39; LL40; LL45; LL57;
	Use letter-like symbols to create written materials during play or to express an idea	LL58; LL59; LL60; LL63; M36; P32; SE21;
	Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block	LL39; LL45; LL54; LL58; M08; M43; M49;
	area, science center)	M75; M76;
		LL04; LL25; LL27; LL32; LL39; LL40; LL45;
		LL46; LL57; LL58; LL59; LL60; LL63; M17;
	Dictate ideas, sentences, and stories	P32; SE19; SE21;
	With modeling and support, discuss or answer questions about their writing and drawings	LL39; LL45; LL58; M22;
	60 Months	

#	Standards	Intentional Teaching Cards
L 1	Phonological Awareness	
L 1.a	Children notice and discriminate the sounds of spoken language.	
	Match beginning sounds of some words; are able to name several words that begin with the letter sound	
	of their name	LL12; LL16; LL19;
	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance")	LL10; LL11; LL14; LL19; LL44;
	Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral	
	words, children can select those that begin with same sound, although they may not be able to identify the letter)	LL12; LL16; LL19;
	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter	,,,,
	crunch, butter sandwich, butter bear")	LL52;
	With modeling and support, identify, blend, and segment syllables in spoken words	LL52;
	With modeling and support, delete the onsets of words (e.g., "pair-air, fruit-root")	LL52:
	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with	,
	"-ook" to make "cook")	LL52;
L 2	Alphabet Knowledge	
L 2.a	Children recognize and identify letters and make letter-sound connections.	
	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first	LL02; LL03; LL05; LL07; LL13; LL15; LL17; LL20; LL21; LL22; LL23; LL26; LL28; LL29; LL30; LL31; LL34; LL36; LL40; LL41; LL42;
	name and last name) as well as letters that occur frequently in environmental print	LL47; LL48; LL50; LL56; LL02; LL03; LL07; LL13; LL15; LL20; LL21;
	Produce the sound for many of the letters the recognize	LL23; LL26; LL28; LL29; LL30; LL31; LL40; LL44; LL47; LL48; LL50;
		LL02; LL03; LL05; LL07; LL15; LL17; LL20;
		LL21; LL22; LL23; LL29; LL30; LL31; LL34;
	Correctly sort letters and find words that contain specified letters	LL36; LL40; LL42; LL47; LL48; LL50; LL56;
		LL01; LL02; LL04; LL10; LL16; LL19; LL20; LL22; LL23; LL24; LL25; LL30; LL31; LL35; LL36; LL37; LL46; LL48; LL49; LL51; LL54; M08; M27; M28; M29; M33; M43; M52; M53 M54; M57; M64; M65; M67; M68; M69; M70
	Demonstrate an understanding that strings of letters represent a sequence of spoken sounds	M71; M72; M73; M74; M75; M76;
L 3	Print Knowledge Children demonstrate book awareness and knowledge of basic print conventions; they understand that	
L 3.a	print carries meaning and spoken words are represented by text.	
	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different	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
	fonts) and indicate where to start reading on a page and how to progress across and down a page	M71; M72; M73; M74; M75; M76;

#	Standards	Intentional Teaching Cards
	Describe roles of authors and illustrators and connect books to specific authors of illustrators	
		LL02; LL04; LL20; LL22; LL23; LL24; LL25; LL31; LL35; LL36; LL37; LL46; LL49; LL51; LL54; M08; M27; M28; M29; M33; M43; M5 M53; M54; M57; M64; M65; M67; M68; M65
	Identify familiar words in books and the environment	M70; M71; M72; M73; M74; M75; M76; LL02; LL05; LL07; LL13; LL15; LL20; LL29
	Recognize their own printed name and those of their siblings or friends	LL30; LL40; LL41; LL42; LL47; LL50; LL56
L 4	Comprehension and Interest	
L 4.a	Children show interest and an understanding of a variety of literacy experiences.	
	Attend to and request longer and more complex books or stories	LL62;
	Engage in independent writing activities during routine times, such as pretending to write in their own journal	LL04; LL32; LL40; LL45; LL57; LL58; LL59 LL60; LL63; P32; SE21;
	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)	LL09; LL62; SE05;
	Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories	LL09; LL62; SE05;
	Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships	LL06; LL09; LL33; LL62;
	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs.)	LL09; LL62;
	With guidance and support, relate events and information from stories to their own experiences	LL09; LL53; LL62; M60; P01; P30; P31; SE05; SE06; SE09; SE22; SE23;
L 6	Emergent Writing	
L 6.a	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.	
	With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms	LL04; LL13; LL32; LL39; LL40; LL42; LL45 LL57; LL58; LL59; LL60; LL63; P32; SE21;
	Write their first name nearly correctly (may switch the order of letters or write some letters backwards)	LL13; LL39; LL40; LL42; LL45; LL58;
	Use invented spelling	LL04; LL13; LL32; LL39; LL40; LL45; LL57 LL58; LL59; LL60; LL63; P32; SE21;
	With modeling and support, write numerals one through twenty	LL49; M04; M41; M78; M79;
L 6.b	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.	
	With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question	LL02; LL04; LL26; LL27; LL32; LL39; LL40 LL45; LL57; LL58; LL59; LL60; LL63; M17; P32; SE19; SE21;
	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list)	LL04; LL13; LL27; LL32; LL39; LL40; LL45 LL57; LL58; LL59; LL60; LL63; M17; P32; SE19; SE21;
	Mathematics	
	48 Months	

#	Standards	Intentional Teaching Cards
M 1	Number Sense and Quantity	
	Children develop number recognition and counting skills and learn the relationship between numbers and	
M 1.a	the quantity they represent.	
		M01; M02; M04; M05; M06; M11; M13; M16;
	Quickly name the number in a group of objects, up to four	M19; M22; M39; M61; M78;
	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in	
	sequence) with occasional errors	M02; M04; M11; M37; M39; M79;
		LL35; M01; M02; M03; M04; M11; M13; M16
	Use strategies to assurately sound acts of up to 10 shippts	M17; M18; M37; M39; M61; M63; M66; M67; M68; M77; M78;
	Use strategies to accurately count sets of up to 10 objects	LL35; M01; M02; M03; M04; M06; M11; M13
		M16; M17; M18; M37; M39; M61; M63; M66;
	Understand that the last number counted represents the number of objects in a set	M67; M68; M77; M78;
		LL24; LL49; LL51; M04; M11; M13; M37;
	Associate a quantity with a written numeral up to five	M41; M63; M78; M79;
		LL45; LL49; LL51; LL57; LL59; M04; M11;
	Recognize and write some numerals up to 10	M37; M41; M63; M78; M79; P32; SE21;
M 2	Number Relationships and Operations	
M 2.a	Children learn to use numbers to compare quantities and solve problems.	
	Understand that a entire set of objects is more than its parts when the set is divided into smaller groups	M16; M19; M22; M59; M61; M63; M79;
	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is	
	smaller than five	M16; M19; M22; M59; M61; M63; M79;
	Use one-to-one correspondence to compare small sets of similar objects	M16; M19; M22; M59; M61; M63; M79;
M 3	Classification and Patterning	
	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next	
M 3.a	sequence in a pattern.	
		M02; M03; M05; M11; M20; M25; M31; M48;
	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)	M58;
		M02; M05; M06; M07; M09; M12; M15; M17;
		M18; M19; M25; M31; M32; M34; M39; M44;
	Classify everyday objects that go together (e.g., mittens, hats, coats)	M46; M48; M49; M58; M59; M62;
	Demonstrate recognition of a simple, repeating pattern	M14; M35; M38; M40; M45; P02;
	Replicate, complete, and extend repeating patterns	M14; M35; M38; M40; M45; P02;
	Recognize, name, and extend basic growing (or enlarging) patterns (e.g., "one more")	M14; M35; M38; M40; M45; P02;
M 4	Measurement, Comparison, and Ordering	
	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use	
M 4.a	differences in attributes to make comparisons.	
		M02; M05; M06; M07; M09; M12; M15; M17;
		M12; M13; M12; M25; M31; M32; M34; M39; M44;
	Compare two small sets of objects (five or fewer)	M46; M48; M49; M58; M59; M62;

#	Standards	Intentional Teaching Cards
		LL38; LL52; M07; M08; M09; M10; M12; M15
		M24; M26; M27; M28; M29; M32; M33; M34;
		M43; M44; M49; M52; M53; M54; M57; M62;
		M64; M65; M66; M69; M70; M71; M72; M73;
	Make small series of objects (e.g., putting three or four objects in order by length)	M74; M75; M76; P03;
	make official series of objects (e.g., pating three of four objects in order by tength)	LL38; M07; M08; M09; M10; M12; M15; M24
		M26; M27; M28; M29; M32; M33; M34; M43;
		M44; M49; M52; M53; M54; M57; M62; M64;
	Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to	M65; M66; M69; M70; M71; M72; M73; M74;
	pour the same amount of juice into three cups, looking to see if one cup has more than the others)	M75; M76; P03;
		LL38; M07; M08; M09; M10; M12; M15; M24;
		M26; M27; M28; M29; M32; M33; M34; M43;
		M44; M49; M52; M53; M54; M57; M62; M64;
	Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow	M65; M66; M69; M70; M71; M72; M73; M74;
	fort is)	M75; M76; P03;
		LL08; LL15; LL27; LL32; LL33; LL37; LL43;
		LL45; LL49; LL60; LL61; M20; M25; M31;
	Use comparative language (e.g., "shortest," "heavier," "biggest")	M35; M46; M51; M55; M56; M70;
ME		
M 5	Geometry and Spatial Sense	
	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the	
M 5.a	positions of objects in space.	
	Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and	
	line shapes to create an image of a snowman)	M61; M62; P02;
		M20; M21; M23; M30; M42; M47; M50; M58;
	Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)	M61; M62; P02;
	Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-	
	dimensional shapes, such as building blocks	M20; M21; M23; M42; M47; M50; M61; M62;
	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or	M20; M21; M23; M30; M42; M47; M50; M58;
	orientation	M61; M62; P02;
	Use basic language to describe their location (e.g., "I am under the bed.)	M01; M23; M36; M51; M55; M56;
	Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.)	M01; M23; M36; M51; M55; M56;
	60 Months	
M 1	Number Sense and Quantity	
	Children develop number recognition and counting skills and learn the relationship between numbers and	
M 1.a	the quantity they represent.	
		LL35; M01; M02; M03; M04; M06; M11; M13;
		M16; M17; M18; M37; M39; M61; M63; M66;
	Quickly name the number in a group of objects, up to 10	M67; M68; M77; M78;
	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence),	
	demonstrating an understanding of the number pattern	M02; M04; M11; M37; M39; M79;
		LL35; M01; M02; M03; M04; M11; M13; M16
		M17; M18; M37; M39; M61; M63; M66; M67;
		M68; M77; M78;

#	Standards	Intentional Teaching Cards
		LL35; M01; M02; M03; M04; M06; M11; M13;
		M16; M17; M18; M37; M39; M61; M63; M66;
	Know the number that comes before or after a specified number (up to 20)	M67; M68; M77; M78;
		LL24; LL49; LL51; M04; M11; M13; M37;
	Recognize and order each written numeral up to 10	M41; M63; M78; M79;
	· · ·	LL24; LL49; LL51; M04; M11; M13; M37;
	Associate a quantity with a written numeral up to 10	M41; M63; M66; M78;
M 2	Number Relationships and Operations	
M 2.a	Children learn to use numbers to compare quantities and solve problems.	
	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other	M02; M05; M06; M07; M09; M12; M15; M17; M18; M19; M25; M31; M32; M34; M39; M44; M46; M48; M49; M58; M59; M62;
	Understand that adding one or taking away one changes the number in a group of objects by exactly one	M16; M19; M22; M59; M61; M63; M79;
	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller	
	than ten	M16; M19; M22; M59; M61; M63; M79;
М 3	Classification and Patterning	
	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next	
M 3.a	sequence in a pattern.	
		M02; M03; M05; M11; M20; M25; M31; M48;
	Sort objects by more than one attribute (e.g., color and shape) into two or more groups	M58;
	Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting	LL28; M02; M03; M05; M11; M20; M25; M31
	rules (e.g., "These are all of the red ones, but these are all of the big ones")	M48; M58;
	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being	
	told a pattern, replicating the pattern with manipulatives)	M14; M35; M38; M40; M45; P02;
	Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)	M14; M35; M38; M40; M45; P02;
	Replicate and extend simple growing (or enlarging) patterns	M14; M35; M38; M40; M45; P02;
M 4	Measurement, Comparison, and Ordering	
	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use	
M 4.a	differences in attributes to make comparisons.	
	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)	LL38; M07; M08; M09; M10; M12; M15; M24; M26; M27; M28; M29; M32; M33; M34; M43; M44; M49; M52; M53; M54; M57; M62; M64; M65; M66; M69; M70; M71; M72; M73; M74; M75; M76; P03;
	Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)	LL24; LL36; LL38; M07; M08; M09; M10; M12; M15; M24; M26; M27; M28; M29; M32; M33; M34; M43; M44; M49; M52; M53; M54; M57; M62; M64; M65; M66; M69; M70; M71; M72; M73; M74; M75; M76; P03;

#	Standards	Intentional Teaching Cards
		LL24; LL36; LL38; M07; M08; M09; M10; M12; M15; M24; M26; M27; M28; M29; M32 M33; M34; M43; M44; M49; M52; M53; M54 M57; M62; M64; M65; M66; M69; M70; M71
	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.")	M72; M73; M74; M75; M76; P03;
M 5	Geometry and Spatial Sense Children learn to identify shapes and their attributes, solve problems using shapes, and explore the	
M 5.a	positions of objects in space.	
	Describe and compare shapes using their attributes (e.g., "a triangle has three sides, but a square has four.")	M20; M21; M23; M30; M42; M47; M50; M58 M61; P02;
	Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)	M20; M21; M23; M30; M42; M47; M50; M58 M61; P02;
	Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks	M20; M21; M23; M42; M47; M50; M58; M61 P02;
	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)	M20; M21; M23; M30; M42; M47; M50; M58 M61; M62; P02;
	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder)	M20; M21; M23; M30; M42; M47; M50; M58 M61; M62; P02;
	Understand and use language related to directionality, order, and the position of objects, such as "up, ""down," "in front," and "behind"	M01; M23; M36; M51; M55; M56;
	Science	
	48 Months	
<b>S</b> 1	Scientific Inquiry and Application	
S 1.a	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.	
	Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different)	LL15; LL38; LL45; LL63; M03; M07; M18; M24; M32; M49; M52; M66; M72; M76;
	Make simple predictions and plans to carry out investigations	M07; M18; M32; M49;
	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't	
	fall down)	M07; M18; M32; M49;
	Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier)	LL21; LL24; LL37; LL38; LL51; LL54; M08; M09; M28; M43; M49; M75; M76;
S 2	Knowledge of Science Concepts	
S 2.a	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.	
	Demonstrate an understanding of the differences between living and non-living things	LL09;
	Describe how living things change over time	
	Understand the characteristics of and differences between habitats for people and habitats for animals	LL09;
	Investigate the properties of natural elements and provide simple descriptions	LL15; LL38; LL45; M03; M07; M18; M24; M49; M52; M66; M72; M76;

#	Standards	Intentional Teaching Cards
	Use observable characteristics to describe and categorize physical objects and materials based on	LL15; LL38; LL45; LL63; M03; M07; M18;
	differences or similarities	M24; M32; M49; M52; M66; M72; M76;
	60 Months	
S 1	Scientific Inquiry and Application	
• •		
S 1.a	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information. Use a variety of tools (e.g., measuring devices) to gather information and observe processes and	
	relationships (e.g., using the Internet to find information on what types of food fish eat and how much	
	food they need, using measuring cups to measure fish food, then observing fish and recording how much	LL21; LL24; LL26; LL37; LL38; LL51; LL54;
	they eat)	M08; M09; M28; M43; M49; M75; M76;
	Engage in elements of the scientific process, which includes observing, making predictions, recording	
	predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out	
	ideas, and communicating outcomes	LL45; LL63; M07; M18; M32; M49;
	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after	LL58; LL61; M07; M12; M16; M17; M18; M1
	observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)	M21; M26; M32; M36; M38; M42; M44; M47 M49;
S 2	Knowledge of Science Concepts	
	Children explore the characteristic of objects and materials that are living, non-living, man-made, or	
S 2.a	naturally occurring.	
	Describe the characteristics that define living things	LL09;
	Observe the similarities, differences, and categories of plants and animals	LL09;
	Ask and answer questions about changes in the appearance, behavior, and habitats of living things	
		LL15; LL38; LL45; M03; M07; M18; M24;
	Use increasingly complex vocabulary to describe natural elements	M49; M52; M66; M72; M76;
		LL15; LL38; LL45; M03; M07; M18; M24;
	Differentiate between natural and man-made materials	M49; M52; M66; M72; M76;
	Describe changes that occur in the natural environment over time	11 20. MOZ. MAE. MAO. MOA. MOC. MAD. ME
	Make observations about physical properties of objects, the motion of toys and objects, and changes in	LL38; M07; M15; M18; M24; M26; M43; M5 M54; M66; M72; M76; P04; P05; P19; P25;
	make observations about physical properties of objects, the motion of toys and objects, and changes in matter	P30:
	Social Studies	1.00,
	48 Months	
SS 1	Self, Family, and Community	
	Children gain awareness of how they relate to their family and community, understand social roles and	
SS 1.a	responsibilities, and recognize and respect similarities and differences in people.	
	Share information about their family and community	LL22;
	Demonstrate an awareness of and appreciation for family and cultural stories	M01;
	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our	
	house.")	LL39; LL45; LL58;
		LL05; LL21; LL44; LL47; LL52; LL56; M30;
		M34; M35; M37; M50; M77; P22; P26; SE0 SE02; SE03; SE08; SE09; SE11; SE12;
		JOLUZ, OLUO, OEUO, OEUO, OEII, OEIZ,

#	Standards	Intentional Teaching Cards
		LL05; LL11; LL18; LL44; LL47; LL52; LL56;
		M30; M34; M35; M37; M50; M77; P22; P26;
	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple	SE01; SE02; SE03; SE08; SE09; SE11;
	classroom rules, participating in classroom clean-up)	SE12; SE13; SE25; SE26;
	Engage in pretend play using objects as representations of something else (e.g., string as a fireman's	
	hose or an empty plate that serves "dinner")	M36;
	Identify and ask questions about similarities and differences between personal, family, and cultural	
	characteristics	LL41; M01;
	Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying "That man is nice," or "She has red hair.")	
SS 2	Self, History, and Geography	
SS 2.a	Children understand the concepts of time (past, present, and future) and place.	
	Communicate about personal history (e.g., "When I was little ")	LL41;
	Use such words as "today" or "day" and "night"	
	Communicate with increasing specificity about the location of objects and areas at school and home	M01; M23; M36; M51; M55; M56;
	60 Months	
SS 1	Self, Family, and Community	
	Children gain awareness of how they relate to their family and community, understand social roles and	
SS 1.a	responsibilities, and recognize and respect similarities and differences in people.	
	Talk about family in more complex ways (e.g., explaining the importance of unique family traditions	
	beyond common holiday customs) Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for	
	example, by acting out family or community roles and events	M36:
	example, by acting out failing of community foles and events	LL05; LL18; LL21; LL44; LL47; LL52; LL56;
		M30; M34; M35; M37; M50; M77; P26; SE01;
		SE02; SE03; SE08; SE09; SE11; SE12;
	Demonstrate an understanding that "fairness" involves taking turns and sharing roles	SE13; SE25; SE26;
		M30; M34; M50; SE06; SE08; SE13; SE17;
	Engage in peer conflict resolution with increasing independence	SE24; SE25;
	Make comparisons about similarities and differences among people and use themselves as a reference	
	(e.g., saying "That boy is bigger than me!")	LL41; M01;
SS 2	Self, History, and Geography	
SS 2.a	Children understand the concepts of time (past, present, and future) and place.	
	Use such terms as "today," "tomorrow," and "next time" with some accuracy	
	Use and understand concepts of "before" and "after"	
	Recognize the passage of time through day-and-night cycles and through changing seasons	
	Recognize common features in their immediate environment (e.g., talking about the apple tree outside	
	their back door, or commenting on the river they cross on their ride to school)	
	Create drawings of home and school	LL39; LL45; LL58; P20;
	Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)	LL45; LL58;
	Identify familiar landmarks (police or fire station, grocery store)	

#	Standards	Intentional Teaching Cards
	Physical Health and Motor Development	
	48 Months	
PH 1	Health and Safety Practices	
PH 1.a	Children engage in structured and unstructured physical activity.	
	Carry bags or objects over short distances	M56; P04; P05; P06; P09;
		M56; P04; P05; P06; P07; P09; P13; P15;
	Practice kicking, throwing, and running	P22; P25; P26; P28; P33;
	Children become increasingly able to identify unsafe situations and gradually learn strategies for	
PH 1.b	responding to them.	
	Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation	M43; P01; P04; P08; P09; SE09; SE22;
	Understand the difference between "safe touch" and "unsafe touch," especially if previously instructed	M43; P01; P04; P08; P09; SE09; SE22;
		M43; P01; P04; P08; P09; P25; SE09; SE17;
	Tell what the consequences are of unsafe behaviors	SE22;
	With adult assistance, look both ways before crossing the street	M43; P09; SE17; SE22;
PH 1.c	Children develop self-help skills.	
	Help with mealtime routines, such as setting a table	LL56; M34; M35; SE12;
	Brush their teeth with assistance from an adult	
	Wash and dry hands with verbal prompts and support	
	Attempt dressing and undressing	SE22;
	Put their shoes on but may need assistance with tying them	SE22;
	Choose their own clothes to wear	SE15; SE22; SE23;
	Use a toilet	SE22;
	Cover their mouth when coughing	
PH 2	Gross Motor Development	
PH 2.a	Children develop large muscle control, strength, and coordination.	
	Pedal a tricycle	P22;
	Aim and throw a ball overhand toward a target	M56; P05; P06; P09;
	Bounce a ball	P18; P19;
	Hit a stationary ball with a plastic or foam bat	P28;
	Use arms and legs in a coordinated manner to "pump" on a swing	P22;
	Jump off a bottom step with two feet	P10; P11; P14; P16; P22; P33;
	Jump with two feet over small objects	LL17; P10; P11; P14; P16; P20; P21; P22; P24; P33;
PH 2.b	Children develop traveling skills.	
	Run up to a ball and kick it while maintaining balance	P04; P14; P15; P25;
	Walk or run around obstacles and corners	LL17; P12; P14; P22; P23; P33;
	Walk up and down stairs, alternating feet	P14; P22; P23; P33;
	Understand the position or orientation of their body to other objects and people	

#	Standards	Intentional Teaching Cards
PH 3	Fine Motor Development	
PH 3.a	Children develop small-muscle control, strength, and coordination,	
	String small beads onto shoe laces	M14;
	Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)	M14; M15;
	Use scissors with purpose	P08;
PH 3.b	Children develop writing and drawing skills.	
	Hold a regular pencil using an adult grip	LL32; LL39; P32;
	Imitate a horizontal and vertical stroke	
	Imitate a drawn cross	
	Imitate a drawn circle	
		LL04; LL13; LL32; LL39; LL40; LL45; LL57;
	Write letter or numeral-like forms	LL58; LL59; LL60; LL63; P32; SE21;
	60 Months	
PH 1	Health and Safety Practices	
PH 1.a	Children engage in structured and unstructured physical activity.	
		P04; P05; P06; P07; P10; P11; P12; P13;
	Increase their empirity of play and estivity using more muscles and for langer periods of time (i.e. at least	P14; P15; P16; P17; P18; P19; P20; P21;
	Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)	P22; P23; P24; P25; P26; P27; P28; P29; P33;
	Children become increasingly able to identify unsafe situations and gradually learn strategies for	1.55,
PH 1.b	responding to them.	
		M43; P01; P04; P08; P09; P25; SE09; SE17;
	Follow safety rules with adult assistance	SE22;
	Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas	M43; P01; P04; P08; P09; SE22;
	Follow emergency routines after adult instruction	M43; P01; P04; P08; P09; SE22;
		M43; P01; P04; P08; P09; SE09; SE17;
PH 1.c	Understand the consequences of not following rules related to safety	SE22;
PH 1.C	Children develop self-help skills.	M24, M25, CE40,
	Help in preparing snacks and meals	M34; M35; SE12; LL37; LL38; LL52; M10; M27; M33; M53;
	Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)	M54; M67; M68; M74; P03;
	Dress or undress	SE22;
	Manage zippers, buttons, buckles, and Velcro	SE22;
	Tell an adult caregiver when tired	SE20; SE22;
PH 2	Gross Motor Development	
PH 2.a	Children develop large muscle control, strength, and coordination.	
-	Catch a small ball with two hands	P07; P19;
	Bounce a ball and catch it	P19;
	Aim and throw a ball with some accuracy	M56; P05; P06; P09;
PH 2.b	Children develop traveling skills.	

#	Standards	Intentional Teaching Cards
		LL17; P10; P11; P14; P16; P20; P21; P22;
	Hop forward on one foot without losing balance	P33;
	Walk along a beam or edge	LL17; P14; P16; P17; P22; P33;
	Gallop	LL17; P14; P22; P23; P27; P33;
	Skip	LL17; P14; P22; P23; P33;
	Run with control and balance, making quick turns without losing speed and quick stops	LL17; P14; P22; P23; P33;
	Demonstrate how their body can move forward, backward, left and right	LL17; P12; P14; P22; P23; P27; P29; P33;
	Demonstrate how their body can move fast or slow	LL17; P12; P14; P22; P23; P27; P29; P33;
PH 3	Fine Motor Development	
PH 3.a	Children develop small-muscle control, strength, and coordination,	
	Fold a piece of paper with accuracy and symmetry	M14; M15; P08;
	Work a puzzles of up to 10 pieces	
	Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)	LL24; LL35; LL36; LL37; M15; M57; M69; M70; M73; M79; P01; P02; P03; P08; P30; P31:
	Hold paper and begin to cut with scissors along a straight line	P08; P12;
PH 3.b	Children develop writing and drawing skills.	100,112,
1113.0	Draw recognizable shapes	LL45: M50:
	Write some letters and numerals	LL04; LL13; LL32; LL39; LL40; LL45; LL57; LL58; LL59; LL60; LL63; M04; M37; M41; M78; P32; SE21;
	Social and Emotional Development	
	48 Months	
SE 1	Relationships with Others	
SE 1.a	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.	
	Seek approval from adults	
	Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults	LL43; LL50; M14; M45; SE02; SE04; SE07; SE17; SE21; SE24;
SE 1.b	Children engage in positive relationships and interactions with other children.	
		LL05; LL21; LL44; LL47; LL52; LL56; M30; M34; M35; M37; M50; M77; P26; SE01; SE02; SE08; SE09; SE11; SE12; SE13;
	Share and take turns using materials	SE25; SE26;
	Suggest solutions to conflicts, with adult guidance and assistance	M30; M34; M50; SE03; SE06; SE07; SE08; SE09; SE13; SE17; SE24; SE25;
	Initiate play and conversations with other children	M11; M62; M77; SE07; SE08; SE13; SE14; SE17; SE24; SE25; SE26;
	Participate in pretend play with other children	M36;

Standards **Intentional Teaching Cards** SE04: SE05: SE06: SE08: SE13: SE14: Express how another child or storybook character might feel SE16; SE17; SE03; SE05; SE06; SE08; SE13; SE14; Notice and show concern for peers' feelings SE16: Comfort peers when they are hurt or upset, with adult guidance and assistance SE08; SE13; SE14; SE16; SE17; SE 2 Sense of Self Children develop an awareness of themselves as an individual with unique thoughts, feelings, and SE 2.a perspectives. LL41: M01: Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.") Understand that other people have different physical characteristics as well as different thoughts, beliefs, M01: ideas, and feelings. LL41; Demonstrate an awareness of their own likes and preferences SE 2.b Children develop the confidence to complete an action successfully or independently. Choose materials and activities Participate in new experiences with confidence and independence (e.g., selecting more challenging LL26; LL58; LL61; LL63; M21; M26; M30; puzzles) M44; M47; P16; P30; P31; SE18; SE 3 Self-regulation SE 3.a Children develop the ability to express and regulate their own emotions. M77; SE01; SE03; SE04; SE05; SE06; SE07; SE12; SE13; SE14; SE15; SE16; SE17; Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored SE18: SE19: SE20: SE22: SE23: SE26: tov) LL01; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70; SE04: Can express emotions using words, signs, or other communication methods LL25; LL41; LL42; SE12; SE13; SE15; SE16; Take pride in their accomplishments SE18: SE20: SE22: SE23: SE24: SE26: M77; SE01; SE03; SE04; SE05; SE06; SE07; Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing SE12; SE13; SE14; SE15; SE16; SE17; things, pounding) SE19; SE20; SE22; SE23; SE26; SE 3.b Children develop the ability to control impulses. LL08; LL12; LL21; LL25; LL34; LL42; LL50; LL56; M77; P08; SE01; SE09; SE11; SE12; SE13; SE15; SE16; SE17; SE20; SE22; Usually follow classroom rules and expectations SE23: SE26: LL34; LL42; LL56; M77; P08; SE01; SE08; SE12; SE13; SE15; SE16; SE17; SE20; SE22: SE23: Adjust to changes in routines and activities LL42; LL50; LL56; M77; P08; SE01; SE08;

Ask or wait for adult permission before doing something they are unsure about

SE09; SE11; SE12; SE13; SE15; SE16;

SE20; SE22; SE23; SE26;

#	Standards	Intentional Teaching Cards
		LL21; LL47; M30; M34; M35; M37; M50; M77;
		P22; P26; SE01; SE02; SE09; SE12; SE13;
	Use materials with purpose, safety, and respect	SE25; SE26;
		LL12; LL21; LL25; LL34; LL42; LL50; LL56;
		M77; P08; SE01; SE08; SE09; SE11; SE12;
		SE13; SE15; SE16; SE17; SE20; SE22;
	Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)	SE23; SE26;
		LL35; LL50; LL56; P08; SE01; SE15; SE16;
	Stop an engaging activity to transition to another less desirable activity with adult guidance and support	SE17; SE20; SE22; SE23;
	60 Months	
SE 1	Relationships with Others	
	Children develop trust in and engage positively with adults who are familiar and consistently present in	
SE 1.a	children's lives.	
	Maintain well-being while apart from parents or primary caretakers when in familiar settings or with	LL43; LL50; M14; M45; SE04; SE07; SE08;
	familiar and trusted adults	SE13; SE21; SE24;
	Have a close relationship with a consistent non-parental caregiver, showing interest in the adult's	LL43; M14; M45; SE02; SE04; SE07; SE08;
	feelings, preferences, and well-being and sharing their experiences	SE13; SE16; SE17; SE19; SE21; SE24;
	Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play,	LL43; LL50; M14; M45; SE04; SE07; SE08;
	games, or structured activities) and take greater initiative in social interaction (including turn-taking)	SE13; SE16; SE17; SE19; SE21; SE24;
SE 1.b	Children engage in positive relationships and interactions with other children.	
		M11; M62; M77; SE02; SE08; SE10; SE11;
		SE13; SE14; SE17; SE20; SE21; SE24;
	Make decisions with other children, with adult guidance and assistance	SE25; SE26;
		LL12; M11; M62; M77; SE02; SE08; SE10;
		SE11; SE13; SE14; SE17; SE20; SE21;
	Demonstrate consideration for and cooperation with other children	SE24; SE25; SE26;
	Prefer to play with one or two special friends	SE14;
		M30; M34; M50; SE03; SE06; SE08; SE09;
	Suggest solutions to conflicts	SE13; SE17; SE24; SE25;
		LL05; LL12; LL18; LL21; LL44; LL47; LL52;
		LL56; M11; M30; M34; M35; M37; M50; M62;
		M77; P22; P26; SE01; SE03; SE08; SE09;
		SE10; SE11; SE12; SE13; SE14; SE17;
	Demonstrate an ability to compromise when working or playing in a group	SE19; SE20; SE21; SE24; SE25; SE26;
		SE10; SE11; SE13; SE14; SE17; SE19;
	Sustain interactions with friends for increasing periods of time	SE21; SE25; SE26;
		M11; M62; M77; SE07; SE08; SE10; SE13;
	Successfully enter into play when a group of children are already involved	SE14; SE17; SE20; SE21; SE24; SE26;
	One are distributed as a father ability of a section of the father in the section of the section	SE03; SE04; SE05; SE06; SE08; SE13;
	Can predict the causes of other children's emotions (e.g., "she is sad because ")	SE14; SE16; SE17;

with Rhode Island Early Learning and Development Standards

#	Standards	Intentional Teaching Cards
SE 2	Sense of Self	
	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and	
SE 2.a	perspectives.	
	Differentiate themselves from others based on characteristics they use to describe themselves, such as	
	"shy" or "smart."	
	Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber."	LL41:
SE 2.b	Children develop the confidence to complete an action successfully or independently.	
3E 2.0		
	Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their	LL25: LL41: LL42: SE12: SE13: SE15: SE16:
	own juice, etc.)	SE18; SE20; SE22; SE23; SE24; SE26;
		LL16; LL26; LL29; LL48; LL61; M21; M23;
		P02; P06; P07; P08; P09; P11; P13; P16;
	Stay with a task until it is completed	P17; P18; P21; P24; P28; SE15;
	Move between independence and dependence in a way that meets their needs for both and that is	LL41; LL42; SE03; SE12; SE13; SE15; SE16;
	appropriate for the circumstances	SE18; SE20; SE22; SE23; SE24;
SE 3	Self-regulation	
SE 3.a	Children develop the ability to express and regulate their own emotions.	
		M77; SE01; SE03; SE04; SE05; SE06; SE07;
	Control strong amotions much of the time in an appropriate manner	SE12; SE13; SE14; SE15; SE16; SE17; SE18; SE19; SE20; SE22; SE23; SE26;
	Control strong emotions most of the time in an appropriate manner	SE16, SE19, SE20, SE22, SE23, SE20,
		LL16; LL26; LL29; LL48; LL61; M21; M23;
		P02; P06; P07; P08; P09; P11; P13; P15;
	Persist at a difficult task with decreasing amounts of frustration	P16; P17; P18; P21; P24; P28; SE15; SE18;
		LL27; LL32; LL33; LL37; LL43; LL45; LL46;
	Con nome emotions using words, since on other communication matheds	LL49; LL53; LL54; LL60; LL61; M20; M25;
05.04	Can name emotions using words, signs, or other communication methods	M31; M35; M46; M51; M55; M56; M70; SE04;
SE 3.b	Children develop the ability to control impulses.	M77; SE01; SE03; SE04; SE05; SE06; SE07;
		SE12; SE13; SE14; SE15; SE16; SE17;
	With adult assistance, demonstrate control over actions, words, and emotions in response to a situation	SE19; SE20; SE22; SE23; SE26;
		LL12; LL25; LL42; LL50; LL56; M77; P08;
		SE01; SE08; SE09; SE11; SE12; SE13;
	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at	SE15; SE16; SE17; SE20; SE22; SE23;
	school but hanging it on a peg at home)	SE26;
		LL12; M11; M62; M77; SE08; SE10; SE11;
	Participate in group activities for increasing emounts of time	SE13; SE14; SE17; SE19; SE20; SE21;
	Participate in group activities for increasing amounts of time	SE24; SE25; SE26; LL34; LL42; LL56; M77; P08; SE01; SE08;
	Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable	SE11; SE12; SE13; SE15; SE16; SE17;
	activity	SE20; SE22; SE26;

#	Standards	Intentional Teaching Cards
	Creative Arts	
	48 Months	
CA 1	Experimentation and Participation in the Creative Arts	
CA 1.a	Children gain an appreciation for and participate in the creative arts.	
	Express preferences for some different types of art, music, and drama	LL06; LL14; LL30; LL55; LL57; M45; M63; P30: P31:
	Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom	LL06; LL14; LL30; LL55; LL57; M45; M63; P30; P31;
	Notice and communicate about art, music, and drama	LL06; LL30; LL57; M45; M63; P30; P31;
	Explore musical instruments and use them to produce rhythms and tones	
	Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot.")	LL57; M22;
	Act out the plots and characters found in familiar stories	LL06; M36;
	Participate in pretend play with other children	M36;
	Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice	LL39; LL45; LL58; SE26;
	60 Months	
CA 1	Experimentation and Participation in the Creative Arts	
CA 1.a	Children gain an appreciation for and participate in the creative arts.	
	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs	LL55;
	Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)	LL39; LL45; LL57; LL58; M22; M45; P30; P31;
	Write and act out stories based upon familiar topics or characters	LL04; LL06; LL40; LL45; LL46; LL57; LL58; LL59; LL60; LL63; M17; P32; SE21;
	Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.	LL06; LL14; LL30; LL55; LL57; M45; M63; P30; P31;
	Plan art and show increasing care and persistence in completing it	LL39; LL45; LL57; LL58; M22; M45; P30; P31;
	Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail	LL57; M45; P30; P31; SE26;
	Communicate about elements appearing in art, music, and drama	LL06; LL30; LL57; M45; M63; P30; P31;
	Cognitive Development	
	48 Months	
CD 1	Logic and Reasoning	
CD 1.a	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	
	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)	LL53; M60; P01; P30; P31; SE05; SE06; SE09; SE22; SE23;
	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple)	LL61; LL63; M12; M16; M17; M19; M21; M22 M26; M38; M59;

#	Standards	Intentional Teaching Cards
	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g.,	LL58; LL61; M12; M16; M17; M19; M21; M26
	rolling two different cars down a ramp and observing the different distances traveled)	M32; M36; M38; M42; M44; M47;
		M02; M05; M06; M07; M09; M12; M15; M17;
		M18; M19; M25; M31; M32; M34; M39; M44;
	Sort objects and then count and compare the groups formed	M46; M48; M49; M58; M59; M62;
CD 2	Memory and Working Memory	
CD 2.a	Children hold information in their mind and manipulate it to perform tasks.	
	Communicate with some detail about events that happened in the past	LL33; LL59; M60;
	With support, retell or reenact familiar stories, including such details as characters, phrases, and events	LL40:
		LL38; M07; M08; M09; M10; M12; M15; M24
		M26; M27; M28; M29; M32; M33; M34; M43;
		M44; M49; M52; M53; M54; M57; M62; M64;
		M65; M66; M69; M70; M71; M72; M73; M74;
	Put several objects or groups in order by a quantitative attributes (number, length, etc.)	M75; M76; P03;
	Solve simple word problems with totals of five or fewer items (e.g., concluding that they have a total of	
	four pencils if they already have three and are given one more)	M16; M19; M22; M59; M61; M63; M79;
		LL35; LL51; LL55; LL59; M09; M40; M51;
		M56; P01; P05; P06; P07; P09; P13; P22;
	Successfully follow three-step directions	P27; P28; P33; SE01;
CD 3	Attention and Inhibitory Control	
CD 3.a	Children's skills increase in filtering impulses and sustaining attention on a task.	
		LL05; LL44; LL52; LL56; M30; M34; M35;
		M37; M50; M77; P26; SE01; SE03; SE09;
	With adult support, avoid imitating the negative behavior of another child	SE11; SE13; SE26;
		LL05; LL11; LL18; LL21; LL44; LL47; LL52;
		LL56; M30; M34; M35; M37; M50; M77; P22;
		P26; SE01; SE02; SE03; SE08; SE09; SE11
	With adult reminders, wait to communicate information in a group	SE12; SE13; SE25; SE26;
		LL05; LL14; LL16; LL19; LL26; LL29; LL33;
		LL34; LL44; LL48; LL52; LL57; LL61; M14;
	Focus on increasingly complex topics for longer periods of time	M21; M23; M30; M48; P18; SE15;
		LL05; LL16; LL26; LL33; LL34; LL48; LL52;
		LL57; LL61; M14; M21; M23; M30; M48; P18
	Return to complete a task if interrupted	SE15;
		M02; M05; M06; M07; M09; M12; M15; M17;
		M18; M19; M25; M31; M32; M34; M39; M44;
	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)	M46; M48; M49; M58; M59; M62;
	Solve simple arithmetic problems	M16; M19; M22; M59; M61; M63; M79;
	Build block buildings and include such structural features as arches and ramps	M22;
CD 4	Cognitive Flexibility	
CD 4.a	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	

#	Standards	Intentional Teaching Cards
	Require minimal adult support to transition from one activity to another (e.g., moving from computer to	
	circle time)	SE15; SE16; SE20; SE22; SE23; SE26;
		LL21; LL42; LL56; M77; P08; SE01; SE08;
	Understand that different contexts may require different behaviors (e.g., taking off shoes when entering	SE09; SE11; SE12; SE13; SE15; SE16;
	their house but leaving them on when entering the classroom)	SE17; SE20; SE22; SE23; SE26;
	Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g.,	
	accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a	LL44; LL58; LL61; M12; M16; M17; M19;
	thick rug)	M21; M26; M32; M36; M38; M42; M44; M47;
		M01; M02; M04; M05; M06; M11; M13; M16;
	Continue to count when another item is added to a set	M19; M22; M39; M61; M78;
		SE03; SE05; SE06; SE07; SE08; SE13;
	Understand that not all children want the same things	SE14; SE16; SE17;
	60 Months	
CD 1	Logic and Reasoning	
	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve	
CD 1.a	problems.	
		LL61; LL63; M12; M16; M17; M19; M21; M22
	Solve complex problems by planning and carrying out a sequence of actions	M26; M38; M59;
	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to	LL61; LL63; M12; M16; M17; M19; M21; M22
	staple pieces of paper after unsuccessfully trying to tape them together)	M26; M38; M59;
		LL61; LL63; M12; M16; M17; M19; M21; M22
	Explain their reasoning behind a strategy or choice and why it worked or didn't work	M26; M38; M59;
CD 2	Memory and Working Memory	
CD 2.a	Children hold information in their mind and manipulate it to perform tasks.	
	Accurately recount past experiences in the correct order and include relevant details	LL33; LL59; M60;
	Retell a familiar story in the proper sequence, including such details as characters, phrases, and events	LL06; LL09; LL33; LL62;
	Remember more and more minute details from a story and are able to answer questions accurately (e.g.,	
	"How did the peddler feel when the monkeys didn't give him back his caps?")	LL09; LL62; SE05;
		LL38; LL52; M07; M08; M09; M10; M12; M15
		M24; M26; M27; M28; M29; M32; M33; M34;
		M43; M44; M49; M52; M53; M54; M57; M62;
	Diago four ar more chiesto ar groups in order of a guantitative attribute (number longth atta)	M64; M65; M66; M69; M70; M71; M72; M73;
	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.) Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes	M74; M75; M76; P03;
	if they have seven and are given two more)	M16; M19; M22; M59; M61; M63; M79;
	n ney nave seven dhu die given two more)	LL35; LL51; LL55; LL59; M09; M40; M51;
		M56; P01; P05; P06; P07; P09; P13; P22;
	Successfully follow detailed, multi-step directions	P27; P28; P33; SE01;
CD 3	Attention and Inhibitory Control	
CD 3.a	Children's skills increase in filtering impulses and sustaining attention on a task.	
CD 3.a	children's skins increase in fillering inipulses and sustaining allerition on a task.	

#	Standards	Intentional Teaching Cards
		LL05; LL11; LL18; LL21; LL44; LL47; LL52;
		LL56; M30; M34; M35; M37; M50; M77; P22;
		P26; SE01; SE02; SE03; SE08; SE09; SE11;
	Without adult reminders, wait to communicate information in a group	SE12; SE13; SE25; SE26;
		LL05; LL14; LL16; LL26; LL29; LL33; LL34;
		LL44; LL48; LL52; LL57; LL61; M14; M21;
	Maintain focus on a project for a sustained period of time and over several days	M23; M30; M48; P18; SE15;
		LL05; LL34; LL48; LL52; LL57; LL61; M14;
	Return with focus to an activity or project after having been away from it for a period of time	M21; M23; M30; M48; P18; SE15; SE18;
	Demonstrate an awareness of important activities that are "coming up" or "in the near future" (e.g.,	
	keeping track of the days until a birthday or vacation trip) as a strategy to control excitement	
	Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of	
	circles and variously sized rectangles to make the image of a person)	M61; M62; P02;
	Build complex block buildings, intentionally maintaining such features as symmetry	M22;
CD 4	Cognitive Flexibility	
CD 4.a	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	
		LL25; LL34; LL42; LL50; LL56; M77; P08;
	Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the	SE01; SE09; SE11; SE12; SE13; SE15;
	weather gets colder or it rains)	SE16; SE17; SE20; SE22; SE23; SE26;
		LL34; LL42; LL50; LL56; M77; P08; SE01;
		SE09; SE11; SE12; SE13; SE15; SE16;
	versus outdoor voices or feet)	SE17; SE20; SE22; SE23; SE26;
	Reconstruct a pattern using different materials or modalities	M14; M35; M38; M40; M45; P02;
		M02; M03; M05; M11; M20; M25; M31; M48;
	Sort by more than one attribute (e.g., color and shape) into two or more groups	M58;
		LL38; M07; M08; M09; M10; M12; M15; M24;
		M26; M27; M28; M29; M32; M33; M34; M43;
		M44; M49; M52; M53; M54; M57; M62; M64;
	Connective add on a biast to an evicting equipe (e.g. of increasing lengths)	M65; M66; M69; M70; M71; M72; M73; M74;
	Correctly add an object to an existing series (e.g., of increasing lengths)	M75; M76; P03;

#	Standards	Book Discussion Cards
	Language Development	
	48 Months	
LD 1	Receptive Language	
LD 1.a	Young children attend to, understand, and respond to increasingly complex language.	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 stories, songs, and poems by retelling or relating them to prior knowledge	BDC04; BDC05;
	Demonstrate an understanding of conversations by responding to questions and prompts	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 several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Distinguish between real and made-up words	
	Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?")	
LD 2	Expressive Language	
LD 2.a	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	
	Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Pronounce new, long, or unusual words if they have modeling and support	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs	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 meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;

#	Standards	Book Discussion Cards
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Determine, with modeling and support, the meanings of unknown words by asking questions	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	or using contextual clues, such as pictures that accompany text	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Experiment with using new words in conversation	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Use longer, more increasingly complex sentences, including complete four- to six-word	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	sentences	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
	Use, with modeling and support, more complex grammar and parts of speech, including	BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	common prepositions, regular plural nouns, correct subject- verb agreement, pronouns, and	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	possessives	BDC13, BDC10, BDC17, BDC18, BDC19, BDC20, BDC21; BDC22; BDC23; BDC24;
	h0392391423	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC03, BDC04, BDC05, BDC06, BDC07, BDC08, BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Continue to ack "when" "what " "why " and "where" questions	BDC13, BDC16, BDC17, BDC18, BDC19, BDC20, BDC21; BDC22; BDC23; BDC24;
	Continue to ask "who," "what," "why," and "where" questions	BDC21; BDC22; BDC23; BDC24;
LD 3	Pragmatics	
LD 3.a	Young children understand, follow, and use appropriate social and conversational rules.	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner,	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	and facial expressions) and the ability to use them	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Use appropriate volume and intonation when speaking in a variety of social situations	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
	Follow commonly accepted norms of communication in group settings, with support and	BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	modeling (e.g., responding appropriately to such direction as "Only one child speaks at once;	
	raise your hand.")	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Engage, with support and modeling, in conversations of at least three turns, with each	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	exchange relating to and building upon what was said previously	BDC21; BDC22; BDC23; BDC24;
	60 Months	
LD 1	Receptive Language	

#	Standards	Book Discussion Cards
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Demonstrate an understanding of complex statements, questions, and stories containing	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	multiple phrases and ideas	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Respond appropriately to a specific and varied vocabulary	BDC21; BDC22; BDC23; BDC24;
	Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.")	
LD 2	Expressive Language	
	Young children use increasingly complex vocabulary, grammar, and syntax to express	
LD 2.a	thoughts and needs.	
	-	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation	
	errors	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Expand their vocabulary with words of increasing specificity and variety	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Demonstrate an increasing knowledge of the meanings of words and skill in determining the	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	meaning of unknown words	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Use increasingly complex, longer sentences, including sentences that combine two or three	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	phrases	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
	Use more complex grammar and parts of speech, including prepositions, regular and irregular	
	plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	and irregular past tense verbs	BDC21; BDC22; BDC23; BDC24;
LD 3	Pragmatics	
_D 3.a	Young children understand, follow, and use appropriate social and conversational rules.	
_D J.a	i oung chinaren understand, fonow, and use appropriate social and conversational fulles.	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
	Follow commonly accepted norms of communication in group settings with increasing	BDC03, BDC04, BDC03, BDC00, BDC07, BDC08, BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	independence (e.g., responding appropriately to such direction as "Only one child speaks at	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	once; raise your hand.")	BDC13, BDC10, BDC17, BDC18, BDC19, BDC20, BDC21; BDC22; BDC23; BDC24;
	once, raise your name. j	BDC21, BDC22, BDC23, BDC24, BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC03, BDC04, BDC05, BDC06, BDC07, BDC08, BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Engage, with support and modeling, in conversations of at least five turns, with each	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	exchange relating to and building upon what was said previously	BDC21; BDC22; BDC23; BDC24;

#	Standards	Book Discussion Cards
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Use language to communicate with others in familiar and unfamiliar social situations for a	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	variety of purposes	BDC21; BDC22; BDC23; BDC24;
	Literacy	
	48 Months	
L 1	Phonological Awareness	
L 1.a	Children notice and discriminate the sounds of spoken language.	
	Demonstrate an awareness of words as separate units	
	Identify whether two words rhyme	BDC04;
	Engage in rhyming games and songs; can complete a familiar rhyme	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Orally blend and segment familiar compound words, with modeling and support	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Comprehend and use new words introduced within thematic units, stories, and daily activities	BDC21; BDC22; BDC23; BDC24;
L 2	Alphabet Knowledge	
L 2.a	Children recognize and identify letters and make letter-sound connections.	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Recognize and name some letters of the alphabet, especially those in their own name as well	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	as letters that occur frequently in environmental print	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Produce the sound for some of the letters they recognize	BDC21; BDC22; BDC23; BDC24;
	Recognize, with modeling and support, their own name or other common words in print	BDC09; BDC13; BDC21;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Recognize words that start with the same letter as their name	BDC21; BDC22; BDC23; BDC24;
L 3	Print Knowledge	
	Children demonstrate book awareness and knowledge of basic print conventions; they	
L 3.a	understand that print carries meaning and spoken words are represented by text.	
	Hold a book in correct orientation and turn pages from front to back, usually one at a time	

#	Standards	Book Discussion Cards
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
	Demonstrate an understanding that print carries meaning and can be read (e.g., dictating	BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	words to adults, recognizing their own name or a sibling's name, pointing to a street sign and	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	asking an adult, "What does that say?")	BDC21; BDC22; BDC23; BDC24;
	Imitate the act of reading a book and demonstrate appropriate book-handling skills	
	Handle and care for books in a respectful manner	
L 4	Comprehension and Interest	
L 4.a	Children show interest and an understanding of a variety of literacy experiences.	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Enjoy and ask to engage in book reading, book writing, or other literacy-related activities	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Explore a variety of literary genres, such as fiction, fantasy, informational texts	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Share opinions about what they did or did not like about a book or story	BDC21; BDC22; BDC23; BDC24;
	With assistance and support, engage in writing activities (e.g., labeling a picture)	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Begin to understand the sequence of a story	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	With support, retell or reenact familiar stories with pictures or props as prompts	BDC21; BDC22; BDC23; BDC24;
	With support, reten or reenact rammar stories with pictures or props as prompts	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC03; BDC04; BDC03; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Ask and answer questions about main characters or events in a familiar story	BDC13, BDC16, BDC17, BDC16, BDC19, BDC20, BDC21; BDC22; BDC23; BDC24;
	ASK and answer questions about main characters of events in a idininal story	BDC21, BDC22, BDC23, BDC24, BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC03, BDC04, BDC05, BDC06, BDC07, BDC08, BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	With modeling and support make predictions about what might bennes next is a stary and	
	With modeling and support, make predictions about what might happen next in a story and	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	determine if their predictions were confirmed	BDC21; BDC22; BDC23; BDC24;
	With modeling and support, demonstrate knowledge from informational texts	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
	Been and to the manufact finds the advance think a first state of the last state of	BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Respond to the question "what made you think so?" in response to their ideas about books	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	and stories, with more depth and detail	BDC21; BDC22; BDC23; BDC24;
L 6	Emergent Writing	

#	Standards	Book Discussion Cards
Ħ	Children learn writing skills and show knowledge of writing conventions; they demonstrate an	
L 6.a	understanding of writing as a means of communication.	
	Understand that writing carries a message and use scribbles, shapes, letter-like symbols,	
	letters, and numerals to write or represent words or ideas	
	With modeling and support, write some letters	
	With modeling and support, write numerals one through nine	
	Children use writing to represent and communicate ideas in a variety of contexts; they use a	
L 6.b	combination of drawing, dictating, and writing to communicate; they participate in shared writing.	
	Use letter-like symbols to create written materials during play or to express an idea	
	Use writing tools and materials in various centers or learning environments (e.g., dramatic	
	play, block area, science center)	
	Dictate ideas, sentences, and stories	
	With modeling and support, discuss or answer questions about their writing and drawings	
	60 Months	
L 1	Phonological Awareness	
L 1.a	Children notice and discriminate the sounds of spoken language.	
	Match beginning sounds of some words; are able to name several words that begin with the	
	letter sound of their name	
	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance,	
	krance") Identity whether or not two words begin with the same sound (i.e., when an adult gives three	
	or four oral words, children can select those that begin with same sound (i.e., when an addit gives three or four oral words, children can select those that begin with same sound, although they may	
	not be able to identify the letter)	
	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly,	
	butter crunch, butter sandwich, butter bear")	BDC04;
	With modeling and support, identify, blend, and segment syllables in spoken words	
	With modeling and support, delete the onsets of words (e.g., "pair-air, fruit-root")	
	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook")	
L 2	Alphabet Knowledge	
L 2.a	Children recognize and identify letters and make letter-sound connections.	
L 2.a	Children recognize and identity letters and make letter-sound connections.	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Recognize and name at least half of the letters in the alphabet, including letters in their own	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	name (first name and last name) as well as letters that occur frequently in environmental print	BDC21; BDC22; BDC23; BDC24;
	Produce the sound for many of the letters the recognize	
	Correctly sort letters and find words that contain specified letters	
	Demonstrate an understanding that strings of letters represent a sequence of spoken sounds	
L 3	Print Knowledge	

#	Standards	Book Discussion Cards
	Children demonstrate book awareness and knowledge of basic print conventions; they	
L 3.a	understand that print carries meaning and spoken words are represented by text.	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters,	
	different fonts) and indicate where to start reading on a page and how to progress across and	
	down a page	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Describe roles of authors and illustrators and connect books to specific authors of illustrators	BDC21; BDC22; BDC23; BDC24;
	Identify familiar words in books and the environment	
	Recognize their own printed name and those of their siblings or friends	
L 4	Comprehension and Interest	
L 4.a	Children show interest and an understanding of a variety of literacy experiences.	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	Attend to and request longer and more complex books or stories	BDC21; BDC22; BDC23; BDC24;
	Engage in independent writing activities during routine times, such as pretending to write in	
	their own journal	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	related problems, and resolutions)	BDC21; BDC22; BDC23; BDC24;
	Freeze in higher order this line during should reading even since a such as making	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
	Engage in higher-order thinking during shared reading experiences, such as making	BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	predictions and inferences, determining cause-and-effect relationships, and summarizing	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	stories	BDC21; BDC22; BDC23; BDC24;
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC00; BDC10; BDC11; BDC12; BDC12; BDC14;
	Retell a familiar story in the proper sequence, including major events and cause-and-effect	BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	relationships	BDC13, BDC16, BDC17, BDC16, BDC19, BDC20, BDC21; BDC22; BDC23; BDC24;
		DDC21, DDC22, DDC23, DDC24,
	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and	
	naming a plastic model of a Triceratops after being read a book about dinosaurs.)	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08;
		BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
	With guidance and support, relate events and information from stories to their own	BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	experiences	BDC21; BDC22; BDC23; BDC24;
L 6	Emergent Writing	
-	Children learn writing skills and show knowledge of writing conventions; they demonstrate an	
L 6.a	understanding of writing as a means of communication.	BDC15; BDC22;
	With modeling and support, print some letters of meaningful words, sometimes using letters	•
	and sometimes using letter-like forms	BDC07;

#	Standards	Book Discussion Cards
	Write their first name nearly correctly (may switch the order of letters or write some letters	
	backwards)	BDC07;
	Use invented spelling	
	With modeling and support, write numerals one through twenty	
	Children use writing to represent and communicate ideas in a variety of contexts; they use a	
L 6.b	combination of drawing, dictating, and writing to communicate; they participate in shared writing.	
	With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question	
	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list)	
	Mathematics	
	48 Months	
M 1	Number Sense and Quantity	
M 1.a	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	
	Quickly name the number in a group of objects, up to four	
	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1	
	to 20 in sequence) with occasional errors	
	Use strategies to accurately count sets of up to 10 objects	
	Understand that the last number counted represents the number of objects in a set	
	Associate a quantity with a written numeral up to five	
	Recognize and write some numerals up to 10	
M 2	Number Relationships and Operations	
M 2.a	Children learn to use numbers to compare quantities and solve problems.	
	Understand that a entire set of objects is more than its parts when the set is divided into smaller groups	
	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five	
	Use one-to-one correspondence to compare small sets of similar objects	
М 3	Classification and Patterning	
M 3.a	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	
	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)	
	Classify everyday objects that go together (e.g., mittens, hats, coats)	
	Demonstrate recognition of a simple, repeating pattern	
	Replicate, complete, and extend repeating patterns	
	Recognize, name, and extend basic growing (or enlarging) patterns (e.g., "one more")	
M 4	Measurement, Comparison, and Ordering	

#	Standards	Book Discussion Cards
	Children learn to measure objects by their various attributes (length, height, weight, volume)	
M 4.a	and to use differences in attributes to make comparisons.	
	Compare two small sets of objects (five or fewer)	
	Make small series of objects (e.g., putting three or four objects in order by length)	
	Recognize differences in measureable attributes by direct-comparison measuring (e.g., when	
	trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)	
	Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort is)	
	Use comparative language (e.g., "shortest," "heavier," "biggest")	
M 5	Geometry and Spatial Sense	
M 5.a	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.	
	Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to create an image of a snowman)	
	Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)	
	Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks	
	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation	
	Use basic language to describe their location (e.g., "I am under the bed.)	
	Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.)	
	60 Months	
M 1	Number Sense and Quantity	
M 1.a	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	
	Quickly name the number in a group of objects, up to 10	
	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern	
	Use strategies to count large sets of objects (more than 10)	
	Know the number that comes before or after a specified number (up to 20)	
	Recognize and order each written numeral up to 10	
	Associate a quantity with a written numeral up to 10	
M 2	Number Relationships and Operations	
M 2.a	Children learn to use numbers to compare quantities and solve problems.	
	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other	
	Understand that adding one or taking away one changes the number in a group of objects by exactly one	

#	Standards	Book Discussion Cards
#	Use toys and other objects as tools to solve simple addition and subtraction problems with	BOOK DISCUSSION Calus
	totals smaller than ten	
M 3	Classification and Patterning	
	Children learn to order and sort objects by common attributes, to identify patterns, and to	
M 3.a	predict the next sequence in a pattern.	
	Sort objects by more than one attribute (e.g., color and shape) into two or more groups	
	Sort sets of objects by one characteristics, then sort by a different characteristics and explain	
	the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones")	
	Extend sequential patterns and replicate these patterns using different materials or modes	
	(e.g., on being told a pattern, replicating the pattern with manipulatives)	
	Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items	
	that repeat)	
	Replicate and extend simple growing (or enlarging) patterns	
M 4	Measurement, Comparison, and Ordering	
	Children learn to measure objects by their various attributes (length, height, weight, volume)	
M 4.a	and to use differences in attributes to make comparisons.	
	Order (or seriate) four or more items by decreasing or increasing a relative attribute when	
	differences are perceptually clear (e.g., arranging a rock collection from the largest to the	
	smallest)	
	Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight	
	and a cup for volume)	
	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks	
	long.")	
M 5	Geometry and Spatial Sense	
	Children learn to identify shapes and their attributes, solve problems using shapes, and	
M 5.a	explore the positions of objects in space.	
	Describe and compare shapes using their attributes (e.g., "a triangle has three sides, but a	
	square has four.")	
	Combine and separate shapes to make other shapes (e.g., using two triangles to make a	
	square) Build more complex models of buildings, structures, or areas (e.g., their classroom or	
	playground) with three-dimensional shapes, such as building blocks	
	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes	
	(e.g., hexagon, trapezoid, and rhombus)	
	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder)	
	Understand and use language related to directionality, order, and the position of objects, such	
	as "up, ""down," "in front," and "behind"	
	Science	
	48 Months	
S 1	Scientific Inquiry and Application	
•	Children learn to plan for and carry out investigations and collect, evaluate, and communicate	
S 1.a	information.	

#	Standards	Book Discussion Cards
	Make increasingly complex observations about objects and events in their environment (e.g.,	
	noticing patterns in events or identifying attributes of objects that are similar and/or different)	BDC09;
	Make simple predictions and plans to carry out investigations	BDC09; BDC22;
	Explore cause-and-effect relationships by intentionally varying the action to change the	
	reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a	
	tall structure that doesn't fall down)	BDC09; BDC15; BDC22;
	Demonstrate an understanding that tools can be used to gather information and investigate	
	materials (e.g., placing objects on a balance scale to see which is heavier)	
S 2	Knowledge of Science Concepts	
	Children explore the characteristic of objects and materials that are living, non-living, man-	
S 2.a	made, or naturally occurring.	
	Demonstrate an understanding of the differences between living and non-living things	
	Describe how living things change over time	
	Understand the characteristics of and differences between habitats for people and habitats for	
	animals	
	Investigate the properties of natural elements and provide simple descriptions	BDC03; BDC08; BDC14; BDC20;
	Use observable characteristics to describe and categorize physical objects and materials	
	based on differences or similarities	BDC03; BDC14; BDC16; BDC20;
	60 Months	
S 1	Scientific Inquiry and Application	
	Children learn to plan for and carry out investigations and collect, evaluate, and communicate	
S 1.a	information.	
	Use a variety of tools (e.g., measuring devices) to gather information and observe processes	
	and relationships (e.g., using the Internet to find information on what types of food fish eat	
	and how much food they need, using measuring cups to measure fish food, then observing	
	fish and recording how much they eat)	
	Engage in elements of the scientific process, which includes observing, making predictions,	
	recording predictions (through pictures, drawing, or dictation), developing plans for testing	
	hypotheses, trying out ideas, and communicating outcomes Analyze the result of an attempted solution and use the new information to solve a problem	
	(e.g., after observing a paper boat sinking in the water, making a new boat out of different	
	material to see if the new one will float)	
S 2	Knowledge of Science Concepts	
02	Children explore the characteristic of objects and materials that are living, non-living, man-	
S 2.a	made, or naturally occurring.	
,	Describe the characteristics that define living things	
	Observe the similarities, differences, and categories of plants and animals	
	Ask and answer questions about changes in the appearance, behavior, and habitats of living	
	things	BDC09; BDC23; BDC24;
	Use increasingly complex vocabulary to describe natural elements	
	Differentiate between natural and man-made materials	
	Describe changes that occur in the natural environment over time	

#	Standards	<b>Book Discussion Cards</b>
	Make observations about physical properties of objects, the motion of toys and objects, and changes in matter	
	Social Studies	
	48 Months	
SS 1	Self, Family, and Community	
SS 1.a	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.	
	Share information about their family and community	
	Demonstrate an awareness of and appreciation for family and cultural stories	BDC03; BDC14; BDC16; BDC20;
	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.")	
	Demonstrate an awareness of group rules and the outcomes of choices	
	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)	BDC09; BDC24;
	Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner")	BDC09; BDC24;
	Identify and ask questions about similarities and differences between personal, family, and cultural characteristics	BDC09; BDC23;
	Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying "That man is nice," or "She has red hair.")	
SS 2	Self, History, and Geography	
SS 2.a	Children understand the concepts of time (past, present, and future) and place.	
	Communicate about personal history (e.g., "When I was little ")	
	Use such words as "today" or "day" and "night"	
	Communicate with increasing specificity about the location of objects and areas at school and home	
	60 Months	
SS 1	Self, Family, and Community	
SS 1.a	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.	
	Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs)	
	Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for example, by acting out family or community roles and events	BDC15;
	Demonstrate an understanding that "fairness" involves taking turns and sharing roles	
	Engage in peer conflict resolution with increasing independence	BDC15;
	Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying "That boy is bigger than me!")	BDC15;
SS 2	Self, History, and Geography	

#	Standards	Book Discussion Cards
SS 2.a	Children understand the concepts of time (past, present, and future) and place.	
	Use such terms as "today," "tomorrow," and "next time" with some accuracy	
	Use and understand concepts of "before" and "after"	
	Recognize the passage of time through day-and-night cycles and through changing seasons	
	Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school)	
	Create drawings of home and school Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)	
	Identify familiar landmarks (police or fire station, grocery store)	
	Physical Health and Motor Development	
	48 Months	
PH 1	Health and Safety Practices	
PH 1.a	Children engage in structured and unstructured physical activity.	
	Carry bags or objects over short distances	
	Practice kicking, throwing, and running	
	Children become increasingly able to identify unsafe situations and gradually learn strategies	
PH 1.b	for responding to them.	
	Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation	
	Understand the difference between "safe touch" and "unsafe touch," especially if previously instructed	
	Tell what the consequences are of unsafe behaviors	
	With adult assistance, look both ways before crossing the street	
PH 1.c	Children develop self-help skills.	
	Help with mealtime routines, such as setting a table	
	Brush their teeth with assistance from an adult	
	Wash and dry hands with verbal prompts and support	
	Attempt dressing and undressing	
	Put their shoes on but may need assistance with tying them	
	Choose their own clothes to wear	
	Use a toilet	
	Cover their mouth when coughing	
PH 2	Gross Motor Development	
PH 2.a	Children develop large muscle control, strength, and coordination.	
	Pedal a tricycle	
	Aim and throw a ball overhand toward a target	
	Bounce a ball	

#	Standards	Book Discussion Cards
	Hit a stationary ball with a plastic or foam bat	
	Use arms and legs in a coordinated manner to "pump" on a swing	
	Jump off a bottom step with two feet	
	Jump with two feet over small objects	
PH 2.b	Children develop traveling skills.	
	Run up to a ball and kick it while maintaining balance	
	Walk or run around obstacles and corners	
	Walk up and down stairs, alternating feet	BDC15;
	Understand the position or orientation of their body to other objects and people	
PH 3	Fine Motor Development	
PH 3.a	Children develop small-muscle control, strength, and coordination,	
	String small beads onto shoe laces	
	Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)	
	Use scissors with purpose	
PH 3.b	Children develop writing and drawing skills.	
	Hold a regular pencil using an adult grip	
	Imitate a horizontal and vertical stroke	
	Imitate a drawn cross	
	Imitate a drawn circle	
	Write letter or numeral-like forms	
	60 Months	
PH 1	Health and Safety Practices	
PH 1.a	Children engage in structured and unstructured physical activity.	
	Increase their amount of play and activity, using more muscles and for longer periods of time	
	(i.e., at least 60 minutes total each day)	
	Children become increasingly able to identify unsafe situations and gradually learn strategies	
PH 1.b	for responding to them.	
	Follow safety rules with adult assistance	
	Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas	
	Follow emergency routines after adult instruction	
	Understand the consequences of not following rules related to safety	
PH 1.c	Children develop self-help skills.	
	Help in preparing snacks and meals	
	Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)	
	Dress or undress	
	Manage zippers, buttons, buckles, and Velcro	
	Tell an adult caregiver when tired	
PH 2	Gross Motor Development	

#	Standards	Book Discussion Cards
PH 2.a	Children develop large muscle control, strength, and coordination.	
	Catch a small ball with two hands	
	Bounce a ball and catch it	
	Aim and throw a ball with some accuracy	
PH 2.b	Children develop traveling skills.	
	Hop forward on one foot without losing balance	
	Walk along a beam or edge	
	Gallop	
	Skip	
	Run with control and balance, making quick turns without losing speed and quick stops	
	Demonstrate how their body can move forward, backward, left and right	
	Demonstrate how their body can move fast or slow	
PH 3	Fine Motor Development	
PH 3.a	Children develop small-muscle control, strength, and coordination,	
	Fold a piece of paper with accuracy and symmetry	
	Work a puzzles of up to 10 pieces	
	Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)	
	Hold paper and begin to cut with scissors along a straight line	
PH 3.b	Children develop writing and drawing skills.	
	Draw recognizable shapes	
	Write some letters and numerals	
	Social and Emotional Development	
	48 Months	
SE 1	Relationships with Others	
	Children develop trust in and engage positively with adults who are familiar and consistently	
SE 1.a	present in children's lives.	
	Seek approval from adults	
	Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults	
SE 1.b	Children engage in positive relationships and interactions with other children.	
	Share and take turns using materials	
	Suggest solutions to conflicts, with adult guidance and assistance	
	Initiate play and conversations with other children	
	Participate in pretend play with other children	
	Express how another child or storybook character might feel	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Notice and show concern for peers' feelings	- ,,,,,,,,

#	Standards	Book Discussion Cards
	Comfort peers when they are hurt or upset, with adult guidance and assistance	
SE 2	Sense of Self	
	Children develop an awareness of themselves as an individual with unique thoughts, feelings,	
SE 2.a	and perspectives.	
	Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is	
	black.")	
		BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14;
		BDC15; BDC16; BDC17; BDC18; BDC19; BDC20;
	thoughts, beliefs, ideas, and feelings.	BDC21; BDC22; BDC23; BDC24;
	Demonstrate an awareness of their own likes and preferences	
SE 2.b	Children develop the confidence to complete an action successfully or independently.	
	Choose materials and activities	
	Participate in new experiences with confidence and independence (e.g., selecting more	
	challenging puzzles)	
SE 3	Self-regulation	
SE 3.a	Children develop the ability to express and regulate their own emotions.	
	Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for	
	a favored toy)	
	Can express emotions using words, signs, or other communication methods	
	Take pride in their accomplishments	
	Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)	
SE 3.b		
3E 3.0	Children develop the ability to control impulses. Usually follow classroom rules and expectations	
	•	BDC03; BDC08; BDC11; BDC13; BDC17; BDC19;
		BDC20;
	Ask or wait for adult permission before doing something they are unsure about	,
	Use materials with purpose, safety, and respect	
	Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a	BDC03; BDC06; BDC08; BDC11; BDC14; BDC16;
		BDC18; BDC19; BDC20;
	Stop an engaging activity to transition to another less desirable activity with adult guidance	
	and support	BDC16;
	60 Months	
SE 1	Relationships with Others	
	Children develop trust in and engage positively with adults who are familiar and consistently	
SE 1.a	present in children's lives.	
	Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults	
	Have a close relationship with a consistent non-parental caregiver, showing interest in the	
	adult's feelings, preferences, and well-being and sharing their experiences	

#	Standards	Book Discussion Cards
- m	Participate in longer and more reciprocal interactions (when interacting with familiar adults in	
	role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)	
SE 1.b	Children engage in positive relationships and interactions with other children.	
	Make decisions with other children, with adult guidance and assistance	BDC03;
	Demonstrate consideration for and cooperation with other children	
	Prefer to play with one or two special friends	
	Suggest solutions to conflicts	
	Demonstrate an ability to compromise when working or playing in a group	
	Sustain interactions with friends for increasing periods of time	
	Successfully enter into play when a group of children are already involved	
	Can predict the causes of other children's emotions (e.g., "she is sad because ")	
SE 2	Sense of Self	
SE 2.a	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	
	Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart."	
	Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber."	
SE 2.b	Children develop the confidence to complete an action successfully or independently. Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)	
	Stay with a task until it is completed	
	Move between independence and dependence in a way that meets their needs for both and	
	that is appropriate for the circumstances	
SE 3	Self-regulation	
SE 3.a	Children develop the ability to express and regulate their own emotions.	
	Control strong emotions most of the time in an appropriate manner	
	Persist at a difficult task with decreasing amounts of frustration	
	Can name emotions using words, signs, or other communication methods	
SE 3.b	Children develop the ability to control impulses.	
	With adult assistance, demonstrate control over actions, words, and emotions in response to a situation	
	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)	
	Participate in group activities for increasing amounts of time	
	Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity	
	Creative Arts	
	48 Months	
CA 1	Experimentation and Participation in the Creative Arts	

#	Standards	Book Discussion Cards
CA 1.a	Children gain an appreciation for and participate in the creative arts.	
	Express preferences for some different types of art, music, and drama	
	Enjoy and engage with displays of visual art and experiences with music and drama, inside or	
	outside the classroom	
	Notice and communicate about art, music, and drama	
	Explore musical instruments and use them to produce rhythms and tones Mold and build with dough and clay and then identify and sometimes name their creation (e.g.,	
	"I made a dog and his name is Spot.")	
	Act out the plots and characters found in familiar stories	
	Participate in pretend play with other children	
	Choose their own art for display in the classroom or for inclusion in a portfolio or book and	
	briefly explain their choice	
	60 Months	
CA 1	Experimentation and Participation in the Creative Arts	
CA 1.a	Children gain an appreciation for and participate in the creative arts.	
	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and	
	songs	
	Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)	
	Write and act out stories based upon familiar topics or characters	
	Enjoy and engage with displays of visual art, music, and drama and may express clear	
	preferences for types of artwork or art activities.	
	Plan art and show increasing care and persistence in completing it	
	Choose own art for display in the classroom or for inclusion in a portfolio or book and explain	
	their choices and preferences in some detail Communicate about elements appearing in art, music, and drama	
	Cognitive Development	
	48 Months	
CD 1	Logic and Reasoning	
CD 1.a	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	
CD 1.a	solve problems.	
	Use previous experiences to make plans before attempting to solve some problems (e.g.,	
	using a wagon to gather toys into one spot rather than trying to carry them all by hand)	
	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a	
	tower and smaller blocks on top to make a tower that doesn't topple)	
	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances	
	traveled)	
	Sort objects and then count and compare the groups formed	
CD 2	Memory and Working Memory	

#	Standards	Book Discussion Cards
CD 2.a	Children hold information in their mind and manipulate it to perform tasks.	
	Communicate with some detail about events that happened in the past	
	With support, retell or reenact familiar stories, including such details as characters, phrases,	
		BDC03; BDC08; BDC11; BDC13; BDC19; BDC20;
	Put several objects or groups in order by a quantitative attributes (number, length, etc.)	
	Solve simple word problems with totals of five or fewer items (e.g., concluding that they have	
	a total of four pencils if they already have three and are given one more)	
	Successfully follow three-step directions	
CD 3	Attention and Inhibitory Control	
CD 3.a	Children's skills increase in filtering impulses and sustaining attention on a task.	
	With adult support, avoid imitating the negative behavior of another child	
	With adult reminders, wait to communicate information in a group	
	Focus on increasingly complex topics for longer periods of time	
	Return to complete a task if interrupted	
	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a	
	picture)	
	Solve simple arithmetic problems	
	Build block buildings and include such structural features as arches and ramps	
CD 4	Cognitive Flexibility	
CD 4.a	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	
0D 4.a	Require minimal adult support to transition from one activity to another (e.g., moving from	
	computer to circle time)	
	Understand that different contexts may require different behaviors (e.g., taking off shoes when	
	entering their house but leaving them on when entering the classroom)	
	Generate a new approach or change their plan of action if a better alternative is found or	
	suggested (e.g., accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a thick rug)	
	Continue to count when another item is added to a set	
	Understand that not all children want the same things	
	60 Months	
CD 1	Logic and Reasoning	
	Children apply strategies and draw upon past knowledge and experiences to meet goals and	
CD 1.a	solve problems.	
	Solve complex problems by planning and carrying out a sequence of actions	
	Analyze the result of an attempted solution and use the new information to solve a problem	
	(e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)	
	Explain their reasoning behind a strategy or choice and why it worked or didn't work	
CD 2	Memory and Working Memory	
CD 2 CD 2.a	Children hold information in their mind and manipulate it to perform tasks.	

#	Standarda	Book Discussion Cards
#	Standards	BOOK DISCUSSION Cards
	Accurately recount past experiences in the correct order and include relevant details Retell a familiar story in the proper sequence, including such details as characters, phrases,	
	and events	
	Remember more and more minute details from a story and are able to answer questions	
	accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?")	
	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)	
	Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have	
	nine grapes if they have seven and are given two more)	
	Successfully follow detailed, multi-step directions	
CD 3	Attention and Inhibitory Control	
CD 3.a	Children's skills increase in filtering impulses and sustaining attention on a task.	
	Without adult reminders, wait to communicate information in a group	
	Maintain focus on a project for a sustained period of time and over several days	
	Return with focus to an activity or project after having been away from it for a period of time	
	Demonstrate an awareness of important activities that are "coming up" or "in the near future"	
	(e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement	
	Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a	
	collection of circles and variously sized rectangles to make the image of a person)	
	Build complex block buildings, intentionally maintaining such features as symmetry	
CD 4	Cognitive Flexibility	
CD 4.a	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	
5D 4.d	Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside	
	when the weather gets colder or it rains)	
	Apply different rules in different contexts that require different behaviors (e.g., using indoor	
	voices or feet versus outdoor voices or feet)	
	Reconstruct a pattern using different materials or modalities	
	Sort by more than one attribute (e.g., color and shape) into two or more groups	
	Correctly add an object to an existing series (e.g., of increasing lengths)	