



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] 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*[®] for Preschool. *The Creative Curriculum*[®] 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 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

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Contents

Teaching Guides	1	Intentional Teaching Cards	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
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
		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 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
		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 understanding of conversations by responding 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
		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 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
		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 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
		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 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 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 Experiences
		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		
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	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 unusual 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
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	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	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 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
		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

#	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 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
		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

#	State Text	Teaching Guides	Time of Day
	Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual 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
	Experiment with using new words 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 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
	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 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

#	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 Day
		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
		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 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
	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 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
		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	

#	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 complex vocabulary, grammar, and syntax to express thoughts and needs.		
LD 2.a	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

#	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 phrases	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 more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs	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
		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 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 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		
L 1	Phonological Awareness		
L 1.a	Children notice and discriminate the sounds of spoken language.		
	Demonstrate an awareness of words as separate units	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
		Balls / What are balls made of? / Day 1	Read Aloud
	Identify whether two words 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, stories, and daily activities		
		Balls / Exploring the Topic / Day 2	Small 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 4	Small Group
		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		
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
		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 Roundup
		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 Roundup
		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
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.		
	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	Teaching Guides	Time of Day
	Imitate the act of reading a book and demonstrate appropriate book-handling skills		
	Handle and care for books in a 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 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
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		
		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 Roundup
		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 Roundup
		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 Roundup
		Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
		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
	With assistance and support, engage in writing activities (e.g., labeling 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 Roundup
		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 about main characters or events in a familiar 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
		Balls / Celebrating Learning / Day 1	Read Aloud
		Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at school? / Day 1	Read Aloud
		Beginning the Year / What names do we need to know at school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
		Beginning the Year / What 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 4	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		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 Roundup

#	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? / Day 1	Read Aloud

#	State Text	Teaching Guides	Time of Day
	with modeling and support, 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 response 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

#	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	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 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	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.		
	Use letter-like symbols to create written materials during play or to express an idea	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	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 2	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

#	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 Roundup
		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 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 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 Roundup
		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 Roundup
		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 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 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

#	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		
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		
		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
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Mighty Minutes

#	State Text	Teaching Guides	Time of Day
	Identify 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	Read Aloud
		Trees / What food comes from trees? / Day 4	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”)	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
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 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 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
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
	Demonstrate an understanding that strings of letters represent a sequence of spoken sounds	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

#	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		
	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.		
L 3.a	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 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

#	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
L 4	Comprehension and Interest		

#	State Text	Teaching Guides	Time of Day
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	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 or 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 Day
		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 thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing 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 Triceratops after being read a book about dinosaurs.)		
		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 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 2	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 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 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? / Day 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 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 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 / 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.		

#	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

#	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
		Clothes / What are the features of clothes? / Day 2	Choice Time
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	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 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
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Trees / What food comes from trees? / Day 1	Large Group
		Balls / What makes balls move? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 1	Large Group
		Trees / Who takes care of trees? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 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		
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	Buildings / What is special about our building? / Day 1	Large Group

#	State Text	Teaching Guides	Time of Day
	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	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	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 / 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 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
M 2	Number Relationships and Operations		

#	State Text	Teaching Guides	Time of Day
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	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 objects	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
M 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)	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 Day
		Buildings / Exploring the Topic / Day 4	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		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
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 3	Large Group Roundup
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
		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 Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Balls / What are balls made of? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
	Classify everyday objects that go together (e.g., mittens, hats, coats)	Balls / Exploring the Topic / Day 2	Choice Time
		Balls / What are balls made of? / Day 3	Large Group Roundup
		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 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

#	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) 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
M 4	Measurement, Comparison, and Ordering		
	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.		
M 4.a	Compare two small sets of objects (five or fewer)		
		Balls / What are balls made of? / Day 3	Large Group Roundup
		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 Roundup
		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
		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

#	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 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

#	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 Roundup
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)		
		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 of 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 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
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Read Aloud
		Balls / Do all balls bounce? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		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 Experiences
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Trees / How do trees change? / Day 0	Outdoor Experiences
		Clothes / How is cloth made? / Day 2	Large Group
	Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.)		
		Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Trees / How do trees change? / Day 0	Outdoor Experiences
		Clothes / How is cloth made? / Day 2	Large Group
	60 Months		

#	State Text	Teaching Guides	Time of Day
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	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
	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)	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
	Know the number that comes before or after a specified number (up to 20)	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 / 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

#	State Text	Teaching Guides	Time of Day
	Recognize and order each 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
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		
		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
M 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 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 Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Balls / What are balls made of? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
	Sort sets of objects by one characteristic, then sort by a different characteristic and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones")	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
		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 / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group

#	State Text	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 Roundup
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 3	Large Group Roundup
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
		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 Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Balls / What are balls made of? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)	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
	Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)	Clothes / How is cloth made? / Day 0	Outdoor Experiences
		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	
M 4		Measurement, Comparison, and Ordering <small>Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</small>		
M 4.a				
	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	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	

#	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
		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
		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
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.		
	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 Roundup
		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
		Clothes / How do people make clothes? / Day 3	Choice Time
	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and 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 Roundup
		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 Roundup
		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		
S 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)		
		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 2	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 investigations	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

#	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	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
		Balls / Do all balls roll? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 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
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	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 characteristics of and differences between habitats for people and habitats for animals	Trees / Who lives in trees? / Day 0	Outdoor Experiences
		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	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 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	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
		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
		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

#	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		
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 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
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
	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		
		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
	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)		
		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
S 2	Knowledge of Science Concepts		
	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.		
S 2.a	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 of plants and animals		
		Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Trees / Celebrating Learning / Day 0	Outdoor Experiences
		Trees / Exploring the Topic / Day 3	Large Group
		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 / What are the characteristics of the trees in our community? / Day 5	Large Group
		Trees / What are the characteristics of the trees in our community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 1	Choice Time
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / 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 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
		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 about changes in the appearance, behavior, and habitats of living 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 natural elements		
		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
		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 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
		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	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

#	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
	Describe changes that occur in the natural environment over time		
		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
	Make observations about physical properties of objects, the motion of toys and objects, and changes 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 Roundup
		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		
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		
		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 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	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 Roundup
	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

#	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
		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, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 5	Choice Time
		Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
		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
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Choice Time
		Buildings / 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 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 group rules and the outcomes of choices		
		Balls / Exploring the Topic / Day 1	Large Group Roundup

#	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
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	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”)		
		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 of 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.		

#	State Text	Teaching Guides	Time of Day
	Communicate about personal history (e.g., “When I was little...”)	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
	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
	Communicate with increasing specificity about the location of objects and areas at school and home	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
		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		
SS 1	Self, Family, and 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
		Clothes / Celebrating Learning / Day 1	Read Aloud
	Engage in socio-dramatic play (i.e., complex pretend play involving assigned roles and a general plot), for example, by acting out family or community 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	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
		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
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	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
	Use and understand concepts of “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 Day
		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 and school and talk about the things that are in certain areas (a bed or 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		
PH 1	Health and Safety 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 Roundup
		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 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
		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		
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	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

#	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 Experiences
		Clothes / How do people make clothes? / Day 0	Outdoor Experiences
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 Experiences
		Clothes / How do people make clothes? / Day 0	Outdoor Experiences
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	Walk up and down stairs, alternating feet	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	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	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 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 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
	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)		
		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

#	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
	Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas	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 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
	Follow emergency routines after adult instruction	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 consequences of not following rules related to safety	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
PH 1.c	Children develop self-help skills.		
	Help in preparing snacks and meals	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	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 are our rules? / Day 1	Small Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / How do trees change? / Day 3	Large Group Roundup
	Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group
	Dress or undress	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
PH 2	Gross Motor Development		
PH 2.a	Children develop large muscle control, strength, and 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
		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
	Aim and throw a ball with some accuracy	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
PH 2.b	Children develop traveling skills.		
	Hop forward on one foot without losing balance	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
		Clothes / How do people make clothes? / Day 0	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
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	Demonstrate how their body can 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
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)	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

#	State Text	Teaching Guides	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group
	Write some letters and numerals	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
		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	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
	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		

#	State Text	Teaching Guides	Time of Day
	Separate from trusted adults with minimal distress 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
		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
SE 1.b	Children engage in positive relationships and interactions with other children.		

#	State Text	Teaching Guides	Time of Day
	Share and take turns using materials	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 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 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	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 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
		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
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Suggest solutions to conflicts, 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		
SE 2.a	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.		

#	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 Roundup
		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		
	Children develop the ability to express and regulate their own emotions.		
SE 3.a	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 of expressing themselves when their feelings are intense (e.g., 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 Roundup
		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 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

#	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 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
		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 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 are our rules? / Day 1	Small 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

#	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	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 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		
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		
		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 Day
		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
	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)		
		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

#	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
SE 1.b	Children engage in positive relationships and interactions 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

#	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 Roundup
	Demonstrate an ability to compromise when working or playing in a group		
		Balls / Exploring the Topic / Day 1	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time
		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	Choice Time
		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

#	State Text	Teaching Guides	Time of Day
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		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	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 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	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 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

#	State Text	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	Teaching Guides	Time of Day
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / 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

#	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 Roundup
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / Where do we get our clothes? / Day 3	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
		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	Choice Time
		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
		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 already involved	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Choice Time

#	State 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	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.”	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 help 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 or scared at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group

#	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
		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
SE 3	Self-regulation		
	Children develop the ability to express and regulate their own emotions.		
SE 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

#	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
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		
		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

#	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 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 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 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
	Creative Arts		
	48 Months		

#	State Text	Teaching Guides	Time of Day
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		
		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
		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
	Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside 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 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
		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 and 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
	roll 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.")		
		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 characters found in familiar stories		
		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 3	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 Roundup
		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

#	State Text	Teaching Guides	Time of Day
	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
		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 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
	Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice		
		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 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 / Celebrating Learning / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup

#	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		
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		
		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 play-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 based 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 Roundup
		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 displays of visual art, music, and drama and may express clear preferences for types of artwork 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 Roundup

#	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
		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 the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail		
		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 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

#	State 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
		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 Day
		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 Development		
	48 Months		

#	State Text	Teaching Guides	Time of Day
CD 1	Logic and Reasoning		
	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.		
CD 1.a	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 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	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 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
	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)	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
	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)	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	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	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Trees / Celebrating Learning / Day 1	Read Aloud
		Clothes / How do people make clothes? / Day 2	Large Group
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / Celebrating Learning / Day 2	Read Aloud
		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
	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 Roundup
		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
		Buildings / What is special about our building? / Day 1	Large Group Roundup

#	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
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		
		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 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
		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

#	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 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 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 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 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
		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 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
		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 Roundup
		Trees / How do trees change? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 4	Large Group Roundup
		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 / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 3	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
		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 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
	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
		Clothes / How is cloth made? / Day 0	Outdoor Experiences
	Successfully follow three-step directions	Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
CD 3	Attention and Inhibitory Control		

#	State Text	Teaching Guides	Time of Day
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		
		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
	With adult reminders, wait to communicate information in a group	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 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
		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	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	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

#	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 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
	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 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
	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
	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in 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
CD 4	Cognitive Flexibility		
	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.		
CD 4.a	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
	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)	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
		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 Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		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 Day
		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 solve problems.		
CD 1.a	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
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		
		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 such details as characters, phrases, 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 didn’t give him back his caps?”)	Balls / Exploring the Topic / Day 1	Choice Time

#	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
	Place four or more objects or groups in order of a quantitative attribute (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 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
	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
CD 3	Attention and Inhibitory Control		

#	State Text	Teaching Guides	Time of Day
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		
		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
		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 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
	Return with focus to an activity or project after having been away from it for a period 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	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

#	State Text	Teaching Guides	Time of Day
	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	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
	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)	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		
CD 4.a	Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.		

#	State Text	Teaching Guides	Time of Day
	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)	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 different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor 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 Roundup
		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 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
	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 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 / 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 Roundup
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 3	Large Group Roundup
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 2	Choice Time
		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 Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Balls / What are balls made of? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group
	Correctly add an object to an 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;
	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)	MM01; MM03; MM38; MM49; MM56; MM62; 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.	MM02; MM19; MM48; MM61; MM76;
	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them	
	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.”)	MM02; MM19; MM48; MM61; MM76;
	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to 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;
	Respond appropriately to a specific and varied vocabulary	MM01; MM03; MM38; MM49; MM56; MM62; MM63; MM69; MM73; MM74; MM75; MM86; 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	
LD 2.a	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	MM01; MM03; MM49; MM56; MM62; MM63; MM69; MM74; MM75; MM86; MM93;
	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors	MM19; MM27; MM43; MM76;
	Expand their vocabulary with words of increasing specificity and variety	MM02; MM19; MM27; MM48; MM49; MM61; MM76; MM97;
	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words	MM02; MM19; MM48; MM49; MM61; MM76; MM97;
	Use increasingly complex, longer sentences, including sentences that combine two or three phrases	MM01; MM03; MM49; MM56; MM62; MM63; MM69; MM74; MM75; MM86; MM93;
	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 and irregular past tense verbs	MM01; MM03; MM49; MM56; MM62; MM63; MM69; MM74; MM75; MM86; MM93;
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.”)	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	MM73;
	Literacy	
	48 Months	

#	Standards	Mighty Minutes
L 1	Phonological Awareness	
L 1.a	Children notice and discriminate the sounds of spoken language.	MM01; MM03; MM49; MM56; MM62; MM63; MM69; MM74; MM75; MM86; MM93;
	Demonstrate an awareness of words as separate units	MM04; MM08; MM100; MM40; MM55;
	Identify whether two words rhyme	MM04; MM12; MM14; MM33; MM58; MM85; MM87; MM88; MM96;
	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;
	Orally blend and segment familiar compound words, with modeling and support	MM04; MM100; MM18; MM50; MM55;
	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	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; MM83; 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	
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.	
	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	
	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.	
	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	

#	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	
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	MM09;
	With modeling and support, write some letters	MM09;
	With modeling and support, write numerals one through nine	
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.	
	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; MM85; MM87; MM88; MM96;
	Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”)	
	Identify 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)	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.	
	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	MM09; MM32; MM57; MM77; MM83; MM84; 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	
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.	
	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	
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	MM09;
	Write their first name nearly correctly (may switch the order of letters or write some letters backwards)	MM09;
	Use invented spelling	
	With modeling and support, write numerals one through twenty	
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	
	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	
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	MM05; MM07; MM21; MM29; MM42; MM51; 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.	
	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;
M 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)	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	
M 4.a	Children learn to measure objects by their various attributes (length, height, weight, volume) 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)	MM75;
	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”)	MM02; MM19; MM46; MM48; MM49; MM61; MM76;

#	Standards	Mighty Minutes
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	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	
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	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;
	Use strategies to count large sets of objects (more than 10)	MM21; MM42; MM43;
	Know the number that comes before or after a specified number (up to 20)	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;
M 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 more than one attribute (e.g., color and shape) into two or more groups	MM02; MM03; MM05; MM68; MM71;
	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")	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	
M 4.a	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)	
	Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)	MM75;
	Use measurement language to describe the attributes of objects (e.g., “This is three-blocks long.”)	MM75;
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.	
	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	
S 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)	MM16; MM39; MM48; MM63; MM66; MM68; 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	
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	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 differences or similarities	MM16; MM39; MM48; MM63; MM66; MM67; MM68; MM97;
	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 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	
S 2.a	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally 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	
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	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.”)	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	
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	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)	MM62; MM63;
	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)	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	
PH 1.b	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding 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.	
	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.	
	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,	
	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	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	
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)	MM05; MM17; MM28; MM41; MM72;
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 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	
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	MM10; MM17; MM28; MM72; MM28; MM72; MM10; MM05; MM10; MM32; MM05; MM10; MM32;
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	MM09;

#	Standards	Mighty Minutes
	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	MM77; MM78;
SE 1.b	Children engage in positive relationships and interactions with other children.	
	Share and take turns using materials	MM12; MM52;
	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	
SE 2.a	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and 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.	
	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.	
	Usually follow classroom rules and expectations	MM13; MM25; MM30; MM36; MM64; MM73; 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;

#	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;
	Notice and communicate about art, music, and drama	MM06; MM14; MM39; MM43; MM66; MM70; 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	
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	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.	
	With adult support, avoid imitating the negative behavior of another child	MM42;
	With adult reminders, wait to communicate information in a group	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 (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	
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 knowledge	LL06; LL09; LL33; LL53; LL62; M60; P01; SE05; SE06; SE22;
	Demonstrate an understanding of conversations by responding to questions and prompts	LL01; LL09; LL10; LL11; LL12; LL14; LL43; LL53; LL59; M31; M40; M46; M51; M55; 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 texts)	LL09; LL10; LL11; LL12; LL43; LL53; LL59; 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;
	Follow directions that involve multiple steps (e.g., “Please, would you get the sponge, dampen it with water, and clean your table top?”)	LL35; LL37; LL51; LL55; LL59; M09; M40; M51; M56; P01; P05; P06; P07; P09; P13; P22; P27; P28; P33; SE01;
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	LL01; LL08; LL12; LL16; LL19; LL27; LL43; LL46; LL49; LL51; LL60;
	Pronounce new, long, or unusual words if they have modeling and support	LL01; LL08; LL12; LL16; LL19; LL27; LL43; LL46; LL49; LL51; LL60;
	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	LL01; LL08; LL15; LL18; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M01; M20; M23; M25; M31; M35; M36; M46; M51; M55; M56; M70; SE04;
	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	LL01; LL08; LL15; LL18; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70; SE04;
	Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text	LL01; LL08; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70;
	Experiment with using new words in conversation	LL01; LL08; LL18; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70; SE04;
	Use longer, more increasingly complex sentences, including complete four- to six-word sentences	LL01; LL08; LL16; LL19; LL27; LL46; LL54; LL60; M70;

#	Standards	Intentional Teaching Cards
	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	LL01; LL08; LL16; LL27; LL46; LL54; LL60; M01; M23; M36; M51; M55; M56;
	Continue to ask “who,” “what,” “why,” and “where” questions	LL01; LL33; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M20; M25; M31; M35; 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 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	LL09; LL11; LL43; LL53; LL59; M31; M40; M46; M51; M55; SE01;
	Respond appropriately to a specific and varied vocabulary	LL01; LL09; LL11; LL43; LL53; LL59; M31; M40; M46; M51; M55; SE01;
	Follow detailed, multi-step directions (e.g., “Put away your toys, wash your hands, and come to the table.”)	LL35; LL51; LL55; LL59; M09; M40; M51; M56; P01; P05; P06; P07; P09; P13; P22; P27; P28; P33; SE01;
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, with few pronunciation errors	LL01; LL08; LL12; LL16; LL19; LL27; LL43; LL46; LL49; LL51; LL60;
	Expand their vocabulary with words of increasing specificity and variety	LL01; LL08; LL15; LL18; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70; SE04;
	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words	LL01; LL08; LL15; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; 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 forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs	LL01; LL08; LL16; LL27; LL46; LL54; LL60;
LD 3	Pragmatics	

#	Standards	Intentional Teaching Cards
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.”)	LL02; SE10;
	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously	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	
L 1	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;
	Orally blend and segment familiar compound words, with modeling and support	LL52;
	Comprehend and use new words introduced within thematic units, stories, and daily activities	LL01; LL08; LL09; LL10; LL12; LL15; LL18; LL27; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL59; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70; SE04;
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	LL02; LL03; LL05; LL07; LL13; LL15; LL17; LL20; LL21; LL22; LL23; LL26; LL28; LL29; LL30; LL31; LL34; LL36; LL40; LL41; LL42; LL47; LL48; LL50; LL56;
	Produce the sound for some of the letters they recognize	LL02; LL03; LL07; LL13; LL15; LL20; LL21; LL23; LL26; LL28; LL29; LL30; LL31; LL40; LL44; LL47; LL48; LL50;
	Recognize, with modeling and support, their own name or other common words in print	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;
	Recognize words that start with the same letter as their name	LL16; LL19;
L 3	Print Knowledge	
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.	
	Hold a book in correct orientation and turn pages from front to back, usually one at a time	LL02; LL04; LL20;

#	Standards	Intentional Teaching Cards
	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?")	LL02; LL04; LL05; LL07; LL15; LL20; LL21; LL22; LL23; LL24; LL25; LL26; LL27; LL30; LL31; LL32; LL36; LL39; LL40; LL41; LL42; LL47; LL50; LL57; LL58; LL59; LL60; LL63; 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.	
	Enjoy and ask to engage in book reading, book writing, or other literacy-related activities	LL04; LL57; LL58; LL59; LL60; LL62; LL63; 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;
	With assistance and support, engage in writing activities (e.g., labeling a picture)	LL04; LL27; LL32; LL39; LL40; LL45; LL57; LL58; LL59; LL60; LL63; M17; P32; SE19; 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	
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	LL04; LL13; LL25; LL32; LL39; LL40; LL45; LL57; LL58; LL59; LL60; LL63; P32; SE21;
	With modeling and support, write some letters	LL04; LL13; LL32; LL39; LL40; LL45; LL57; 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.	
	Use letter-like symbols to create written materials during play or to express an idea	LL04; LL13; LL32; LL39; LL40; LL45; LL57; LL58; LL59; LL60; LL63; M36; P32; SE21;
	Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)	LL39; LL45; LL54; LL58; M08; M43; M49; M75; M76;
	Dictate ideas, sentences, and stories	LL04; LL25; LL27; LL32; LL39; LL40; LL45; LL46; LL57; LL58; LL59; LL60; LL63; M17; 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;
	Identify 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 name and last name) as well as letters that occur frequently in environmental print	LL02; LL03; LL05; LL07; LL13; LL15; LL17; LL20; LL21; LL22; LL23; LL26; LL28; LL29; LL30; LL31; LL34; LL36; LL40; LL41; LL42; LL47; LL48; LL50; LL56;
	Produce the sound for many of the letters the recognize	LL02; LL03; LL07; LL13; LL15; LL20; LL21; LL23; LL26; LL28; LL29; LL30; LL31; LL40; LL44; LL47; LL48; LL50;
	Correctly sort letters and find words that contain specified letters	LL02; LL03; LL05; LL07; LL15; LL17; LL20; LL21; LL22; LL23; LL29; LL30; LL31; LL34; LL36; LL40; LL42; LL47; LL48; LL50; LL56;
	Demonstrate an understanding that strings of letters represent a sequence of spoken sounds	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; M71; M72; M73; M74; M75; M76;
L 3	Print Knowledge	
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.	
	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	LL01; LL02; LL04; LL10; LL16; LL19; LL20; LL22; LL23; LL24; LL25; LL30; LL31; LL35; LL36; LL37; LL38; LL46; LL49; LL51; LL54; M08; M27; M28; M29; M33; M43; M52; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M72; M73; M74; M75; M76;

#	Standards	Intentional Teaching Cards
	Describe roles of authors and illustrators and connect books to specific authors of illustrators	
	Identify familiar words in books and the environment	LL02; LL04; LL20; LL22; LL23; LL24; LL25; LL31; LL35; LL36; LL37; LL46; LL49; LL51; LL54; M08; M27; M28; M29; M33; M43; M52; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M72; M73; M74; M75; M76;
	Recognize their own printed name and those of their siblings or friends	LL02; LL05; LL07; LL13; LL15; LL20; LL29; 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	
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	M01; M02; M04; M05; M06; M11; M13; M16; 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;
	Use strategies to accurately count sets of up to 10 objects	LL35; M01; M02; M03; M04; M11; M13; M16; M17; M18; M37; M39; M61; M63; M66; M67; M68; M77; M78;
	Understand that the last number counted represents the number of objects in a set	LL35; M01; M02; M03; M04; M06; M11; M13; M16; M17; M18; M37; M39; M61; M63; M66; M67; M68; M77; M78;
	Associate a quantity with a written numeral up to five	LL24; LL49; LL51; M04; M11; M13; M37; M41; M63; M78; M79;
	Recognize and write some numerals up to 10	LL45; LL49; LL51; LL57; LL59; M04; M11; 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	
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)	M02; M03; M05; M11; M20; M25; M31; M48; M58;
	Classify everyday objects that go together (e.g., mittens, hats, coats)	M02; M05; M06; M07; M09; M12; M15; M17; M18; M19; M25; M31; M32; M34; M39; M44; 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	
M 4.a	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.	
	Compare two small sets of objects (five or fewer)	M02; M05; M06; M07; M09; M12; M15; M17; M18; M19; M25; M31; M32; M34; M39; M44; M46; M48; M49; M58; M59; M62;

#	Standards	Intentional Teaching Cards
	Make small series of objects (e.g., putting three or four objects in order by length)	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; M74; M75; M76; P03;
	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)	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 multiple copies of the same unit to measure (e.g., seeing how many “building blocks high” a pillow fort is)	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 comparative language (e.g., “shortest,” “heavier,” “biggest”)	LL08; LL15; LL27; LL32; LL33; LL37; LL43; LL45; LL49; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70;
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)	M20; M21; M23; M30; M42; M47; M50; M58; M61; M62; P02;
	Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)	M20; M21; M23; M30; M42; M47; M50; M58; 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 orientation	M20; M21; M23; M30; M42; M47; M50; M58; 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	
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	LL35; M01; M02; M03; M04; M06; M11; M13; M16; M17; M18; M37; M39; M61; M63; M66; 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;
	Use strategies to count large sets of objects (more than 10)	LL35; M01; M02; M03; M04; M11; M13; M16; M17; M18; M37; M39; M61; M63; M66; M67; M68; M77; M78;

#	Standards	Intentional Teaching Cards
	Know the number that comes before or after a specified number (up to 20)	LL35; M01; M02; M03; M04; M06; M11; M13; M16; M17; M18; M37; M39; M61; M63; M66; M67; M68; M77; M78;
	Recognize and order each written numeral up to 10	LL24; LL49; LL51; M04; M11; M13; M37; M41; M63; M78; M79;
	Associate a quantity with a written numeral up to 10	LL24; LL49; LL51; M04; M11; M13; M37; 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;
M 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 more than one attribute (e.g., color and shape) into two or more groups	M02; M03; M05; M11; M20; M25; M31; M48; M58;
	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”)	LL28; M02; M03; M05; M11; M20; M25; M31; 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	
M 4.a	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)	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
	Use measurement language to describe the attributes of objects (e.g., “This is three-blocks long.”)	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;
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.	
	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	
S 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 differences or similarities	LL15; LL38; LL45; LL63; M03; M07; M18; 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 they eat)	LL21; LL24; LL26; LL37; LL38; LL51; LL54; 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 observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)	LL58; LL61; M07; M12; M16; M17; M18; M19; M21; M26; M32; M36; M38; M42; M44; M47; M49;
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.	
	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	
	Use increasingly complex vocabulary to describe natural elements	LL15; LL38; LL45; M03; M07; M18; M24; M49; M52; M66; M72; M76;
	Differentiate between natural and man-made materials	LL15; LL38; LL45; M03; M07; M18; M24; M49; M52; M66; M72; M76;
	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	LL38; M07; M15; M18; M24; M26; M43; M52; M54; M66; M72; M76; P04; P05; P19; P25; P30;
	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	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;
	Demonstrate an awareness of group rules and the outcomes of choices	LL05; LL21; LL44; LL47; LL52; LL56; M30; M34; M35; M37; M50; M77; P22; P26; SE01; SE02; SE03; SE08; SE09; SE11; SE12; SE13; SE25; SE26;

#	Standards	Intentional Teaching Cards
	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)	LL05; LL11; LL18; LL44; LL47; LL52; LL56; M30; M34; M35; M37; M50; M77; P22; P26; SE01; SE02; SE03; SE08; SE09; SE11; 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	
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	M36;
	Demonstrate an understanding that “fairness” involves taking turns and sharing roles	LL05; LL18; LL21; LL44; LL47; LL52; LL56; M30; M34; M35; M37; M50; M77; P26; SE01; SE02; SE03; SE08; SE09; SE11; SE12; SE13; SE25; SE26;
	Engage in peer conflict resolution with increasing independence	M30; M34; M50; SE06; SE08; SE13; SE17; 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;
	Practice kicking, throwing, and running	M56; P04; P05; P06; P07; P09; P13; P15; P22; P25; P26; P28; P33;
PH 1.b	Children become increasingly able to identify unsafe situations and gradually learn strategies for 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;
	Tell what the consequences are of unsafe behaviors	M43; P01; P04; P08; P09; P25; SE09; SE17; 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	
	Write letter or numeral-like forms	LL04; LL13; LL32; LL39; LL40; LL45; LL57; 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.	
	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)	P04; P05; P06; P07; P10; P11; P12; P13; P14; P15; P16; P17; P18; P19; P20; P21; P22; P23; P24; P25; P26; P27; P28; P29; P33;
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	M43; P01; P04; P08; P09; P25; SE09; SE17; 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;
	Understand the consequences of not following rules related to safety	M43; P01; P04; P08; P09; SE09; SE17; SE22;
PH 1.c	Children develop self-help skills.	
	Help in preparing snacks and meals	M34; M35; SE12;
	Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)	LL37; LL38; LL52; M10; M27; M33; M53; 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
	Hop forward on one foot without losing balance	LL17; P10; P11; P14; P16; P20; P21; P22; 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.	
	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.	
	Share and take turns using materials	LL05; LL21; LL44; LL47; LL52; LL56; M30; M34; M35; M37; M50; M77; P26; SE01; SE02; SE08; SE09; SE11; SE12; SE13; 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
	Express how another child or storybook character might feel	SE04; SE05; SE06; SE08; SE13; SE14; SE16; SE17;
	Notice and show concern for peers' feelings	SE03; SE05; SE06; SE08; SE13; SE14; SE16;
	Comfort peers when they are hurt or upset, with adult guidance and assistance	SE08; SE13; SE14; SE16; SE17;
SE 2	Sense of Self	
SE 2.a	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	
	Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.")	LL41; M01;
	Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.	M01;
	Demonstrate an awareness of their own likes and preferences	LL41;
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)	LL26; LL58; LL61; LL63; M21; M26; M30; M44; M47; P16; P30; P31; SE18;
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)	M77; SE01; SE03; SE04; SE05; SE06; SE07; SE12; SE13; SE14; SE15; SE16; SE17; SE18; SE19; SE20; SE22; SE23; SE26;
	Can express emotions using words, signs, or other communication methods	LL01; LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70; SE04;
	Take pride in their accomplishments	LL25; LL41; LL42; SE12; SE13; SE15; SE16; SE18; SE20; SE22; SE23; SE24; SE26;
	Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)	M77; SE01; SE03; SE04; SE05; SE06; SE07; SE12; SE13; SE14; SE15; SE16; SE17; SE19; SE20; SE22; SE23; SE26;
SE 3.b	Children develop the ability to control impulses.	
	Usually follow classroom rules and expectations	LL08; LL12; LL21; LL25; LL34; LL42; LL50; LL56; M77; P08; SE01; SE09; SE11; SE12; SE13; SE15; SE16; SE17; SE20; SE22; SE23; SE26;
	Adjust to changes in routines and activities	LL34; LL42; LL56; M77; P08; SE01; SE08; SE12; SE13; SE15; SE16; SE17; SE20; SE22; SE23;
	Ask or wait for adult permission before doing something they are unsure about	LL42; LL50; LL56; M77; P08; SE01; SE08; SE09; SE11; SE12; SE13; SE15; SE16; SE20; SE22; SE23; SE26;

#	Standards	Intentional Teaching Cards
	Use materials with purpose, safety, and respect	LL21; LL47; M30; M34; M35; M37; M50; M77; P22; P26; SE01; SE02; SE09; SE12; SE13; SE25; SE26;
	Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)	LL12; LL21; LL25; LL34; LL42; LL50; LL56; M77; P08; SE01; SE08; SE09; SE11; SE12; SE13; SE15; SE16; SE17; SE20; SE22; SE23; SE26;
	Stop an engaging activity to transition to another less desirable activity with adult guidance and support	LL35; LL50; LL56; P08; SE01; SE15; SE16; SE17; SE20; SE22; SE23;
	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	LL43; LL50; M14; M45; SE04; SE07; SE08; SE13; SE21; SE24;
	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	LL43; M14; M45; SE02; SE04; SE07; SE08; SE13; SE16; SE17; SE19; SE21; SE24;
	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)	LL43; LL50; M14; M45; SE04; SE07; SE08; SE13; SE16; SE17; SE19; SE21; SE24;
SE 1.b	Children engage in positive relationships and interactions with other children.	
	Make decisions with other children, with adult guidance and assistance	M11; M62; M77; SE02; SE08; SE10; SE11; SE13; SE14; SE17; SE20; SE21; SE24; SE25; SE26;
	Demonstrate consideration for and cooperation with other children	LL12; M11; M62; M77; SE02; SE08; SE10; SE11; SE13; SE14; SE17; SE20; SE21; SE24; SE25; SE26;
	Prefer to play with one or two special friends	SE14;
	Suggest solutions to conflicts	M30; M34; M50; SE03; SE06; SE08; SE09; SE13; SE17; SE24; SE25;
	Demonstrate an ability to compromise when working or playing in a group	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; SE19; SE20; SE21; SE24; SE25; SE26;
	Sustain interactions with friends for increasing periods of time	SE10; SE11; SE13; SE14; SE17; SE19; SE21; SE25; SE26;
	Successfully enter into play when a group of children are already involved	M11; M62; M77; SE07; SE08; SE10; SE13; SE14; SE17; SE20; SE21; SE24; SE26;
	Can predict the causes of other children’s emotions (e.g., “she is sad because... ”)	SE03; SE04; SE05; SE06; SE08; SE13; SE14; SE16; SE17;

#	Standards	Intentional Teaching Cards
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.”)	LL41;
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.)	LL25; LL41; LL42; SE12; SE13; SE15; SE16; SE18; SE20; SE22; SE23; SE24; SE26;
	Stay with a task until it is completed	LL16; LL26; LL29; LL48; LL61; M21; M23; P02; P06; P07; P08; P09; P11; P13; P16; P17; P18; P21; P24; P28; SE15;
	Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances	LL41; LL42; SE03; SE12; SE13; SE15; SE16; SE18; SE20; SE22; SE23; SE24;
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	M77; SE01; SE03; SE04; SE05; SE06; SE07; SE12; SE13; SE14; SE15; SE16; SE17; SE18; SE19; SE20; SE22; SE23; SE26;
	Persist at a difficult task with decreasing amounts of frustration	LL16; LL26; LL29; LL48; LL61; M21; M23; P02; P06; P07; P08; P09; P11; P13; P15; P16; P17; P18; P21; P24; P28; SE15; SE18;
	Can name emotions using words, signs, or other communication methods	LL27; LL32; LL33; LL37; LL43; LL45; LL46; LL49; LL53; LL54; LL60; LL61; M20; M25; M31; M35; M46; M51; M55; M56; M70; SE04;
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	M77; SE01; SE03; SE04; SE05; SE06; SE07; SE12; SE13; SE14; SE15; SE16; SE17; SE19; SE20; SE22; SE23; SE26;
	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)	LL12; LL25; LL42; LL50; LL56; M77; P08; SE01; SE08; SE09; SE11; SE12; SE13; SE15; SE16; SE17; SE20; SE22; SE23; SE26;
	Participate in group activities for increasing amounts of time	LL12; M11; M62; M77; SE08; SE10; SE11; SE13; SE14; SE17; SE19; SE20; SE21; SE24; SE25; SE26;
	Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity	LL34; LL42; LL56; M77; P08; SE01; SE08; SE11; SE12; SE13; SE15; SE16; SE17; 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., rolling two different cars down a ramp and observing the different distances traveled)	LL58; LL61; M12; M16; M17; M19; M21; M26; M32; M36; M38; M42; M44; M47;
	Sort objects and then count and compare the groups formed	M02; M05; M06; M07; M09; M12; M15; M17; M18; M19; M25; M31; M32; M34; M39; M44; 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;
	Put several objects or groups in order by a quantitative attributes (number, length, etc.)	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;
	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;
	Successfully follow three-step directions	LL35; LL51; LL55; LL59; M09; M40; M51; M56; P01; P05; P06; P07; P09; P13; P22; 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.	
	With adult support, avoid imitating the negative behavior of another child	LL05; LL44; LL52; LL56; M30; M34; M35; M37; M50; M77; P26; SE01; SE03; SE09; SE11; SE13; SE26;
	With adult reminders, wait to communicate information in a group	LL05; LL11; LL18; LL21; LL44; LL47; LL52; LL56; M30; M34; M35; M37; M50; M77; P22; P26; SE01; SE02; SE03; SE08; SE09; SE11; SE12; SE13; SE25; SE26;
	Focus on increasingly complex topics for longer periods of time	LL05; LL14; LL16; LL19; LL26; LL29; LL33; LL34; LL44; LL48; LL52; LL57; LL61; M14; M21; M23; M30; M48; P18; SE15;
	Return to complete a task if interrupted	LL05; LL16; LL26; LL33; LL34; LL48; LL52; LL57; LL61; M14; M21; M23; M30; M48; P18; SE15;
	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)	M02; M05; M06; M07; M09; M12; M15; M17; M18; M19; M25; M31; M32; M34; M39; M44; 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;
	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)	LL21; LL42; LL56; M77; P08; SE01; SE08; SE09; SE11; SE12; SE13; SE15; SE16; 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 thick rug)	LL44; LL58; LL61; M12; M16; M17; M19; M21; M26; M32; M36; M38; M42; M44; M47;
	Continue to count when another item is added to a set	M01; M02; M04; M05; M06; M11; M13; M16; M19; M22; M39; M61; M78;
	Understand that not all children want the same things	SE03; SE05; SE06; SE07; SE08; SE13; SE14; SE16; SE17;
	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	LL61; LL63; M12; M16; M17; M19; M21; M22; M26; M38; M59;
	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)	LL61; LL63; M12; M16; M17; M19; M21; M22; M26; M38; M59;
	Explain their reasoning behind a strategy or choice and why it worked or didn't work	LL61; LL63; M12; M16; M17; M19; M21; M22; 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;
	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)	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; M74; M75; M76; P03;
	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)	M16; M19; M22; M59; M61; M63; M79;
	Successfully follow detailed, multi-step directions	LL35; LL51; LL55; LL59; M09; M40; M51; M56; P01; P05; P06; P07; P09; P13; P22; 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.	

#	Standards	Intentional Teaching Cards
	Without adult reminders, wait to communicate information in a group	LL05; LL11; LL18; LL21; LL44; LL47; LL52; LL56; M30; M34; M35; M37; M50; M77; P22; P26; SE01; SE02; SE03; SE08; SE09; SE11; SE12; SE13; SE25; SE26;
	Maintain focus on a project for a sustained period of time and over several days	LL05; LL14; LL16; LL26; LL29; LL33; LL34; LL44; LL48; LL52; LL57; LL61; M14; M21; M23; M30; M48; P18; SE15;
	Return with focus to an activity or project after having been away from it for a period of time	LL05; LL34; LL48; LL52; LL57; LL61; M14; 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)	M20; M21; M23; M30; M42; M47; M50; M58; 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.	
	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)	LL25; LL34; LL42; LL50; LL56; M77; P08; SE01; SE09; SE11; SE12; SE13; SE15; SE16; SE17; SE20; SE22; SE23; SE26;
	Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)	LL34; LL42; LL50; LL56; M77; P08; SE01; SE09; SE11; SE12; SE13; SE15; SE16; SE17; SE20; SE22; SE23; SE26;
	Reconstruct a pattern using different materials or modalities	M14; M35; M38; M40; M45; P02;
	Sort by more than one attribute (e.g., color and shape) into two or more groups	M02; M03; M05; M11; M20; M25; M31; M48; M58;
	Correctly add an object to an existing series (e.g., of increasing lengths)	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	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
	Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Experiment with using new words in conversation	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Use longer, more increasingly complex sentences, including complete four- to six-word sentences	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	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	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Continue to ask “who,” “what,” “why,” and “where” questions	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
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	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Use appropriate volume and intonation when speaking in a variety of social situations	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	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.”)	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	60 Months	
LD 1	Receptive Language	
LD 1.a	Young children attend to, understand, and respond to increasingly complex language.	

#	Standards	Book Discussion Cards
	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Respond appropriately to a specific and varied vocabulary	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; 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	
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, with few pronunciation errors	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Expand their vocabulary with words of increasing specificity and variety	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Use increasingly complex, longer sentences, including sentences that combine two or three phrases	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	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 and irregular past tense verbs	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
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.”)	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously	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
	Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; 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	
	Orally blend and segment familiar compound words, with 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;
	Comprehend and use new words introduced within thematic units, stories, and daily activities	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
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	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Produce the sound for some of the letters they recognize	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Recognize, with modeling and support, their own name or other common words in print	BDC09; BDC13; BDC21;
	Recognize words that start with the same letter as their name	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
L 3	Print Knowledge	
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.	
	Hold a book in correct orientation and turn pages from front to back, usually one at a time	

#	Standards	Book Discussion Cards
	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?”)	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; 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.	
	Enjoy and ask to engage in book reading, book writing, or other literacy-related activities	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Explore a variety of literary genres, such as fiction, fantasy, informational texts	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Share opinions about what they did or did not like about a book or story	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	With assistance and support, engage in writing activities (e.g., labeling a picture)	
	Begin to understand the sequence of a story	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	With support, retell or reenact familiar stories with pictures or props as prompts	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Ask and answer questions about main characters or events in a familiar story	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	With modeling and support, 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	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
L 6	Emergent Writing	

#	Standards	Book Discussion Cards
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	
	With modeling and support, write some letters	
	With modeling and support, write numerals one through nine	
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.	
	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, kranche”)	
	Identify 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)	
	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.	
	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	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; 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
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.	
	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	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Describe roles of authors and illustrators and connect books to specific authors of illustrators	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; 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.	
	Attend to and request longer and more complex books or stories	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Engage in independent writing activities during routine times, such as pretending to write in their own journal	
	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
	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	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; BDC21; BDC22; BDC23; BDC24;
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.	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	
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	
	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	
M 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
M 4.a	Children learn to measure objects by their various attributes (length, height, weight, volume) 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 measurable 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	
	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.	
M 5.a	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	
	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	
M 1.a	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 totals smaller than ten	
M 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 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	
M 4.a	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)	
	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	
M 5.a	Children learn to identify shapes and their attributes, solve problems using shapes, and 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	
S 1.a	Children learn to plan for and carry out investigations and collect, evaluate, and communicate 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	
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	
	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	
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	
S 2.a	Children explore the characteristic of objects and materials that are living, non-living, man-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	Book Discussion Cards
	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	
PH 1.b	Children become increasingly able to identify unsafe situations and gradually learn strategies 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)	
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	
	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	
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	
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	
SE 2.a	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and 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.	BDC03; BDC04; BDC05; BDC06; BDC07; BDC08; BDC09; BDC10; BDC11; BDC12; BDC13; BDC14; BDC15; BDC16; BDC17; BDC18; BDC19; BDC20; 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	Children develop the ability to control impulses.	
	Usually follow classroom rules and expectations	
	Adjust to changes in routines and activities	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 computer)	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	
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	
	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
	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.	
	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, and events	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.	
	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	
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	
CD 2	Memory and Working Memory	
CD 2.a	Children hold information in their mind and manipulate it to perform tasks.	

#	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.	
	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)	