



Alignment of



The Creative Curriculum[®]
for Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
with
*Connecticut Early Learning and Development Standards***

This document aligns the content in the *Connecticut 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

Connecticut State Department of Education. (2014). *Connecticut early learning and development standards*. Hartford, CT: Author. Content retrieved from <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

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Balls Study

State: Connecticut Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	<p>Help and cooperate in group.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup</p>

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STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	<p>Model or teach peers how to use materials or complete a task.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group</p>

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STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cause and Effect
INDICATOR	C.48.6.	Manipulate materials and communicate about the impact of own

		<p>actions.</p> <p><u>Balls Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	<p>Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound).</p> <p><u>Balls Study</u></p> <p>p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 55 Investigation 4 Day 3 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup</p>

INDICATOR	C.48.8.	Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language. <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 59 Investigation 4 Day 5 Choice Time p. 63 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful. <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Symbolic Representation
INDICATOR	C.48.12.	Represent people, places or things through simple drawings, movements and three-dimensional construction. <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	Try multiple uses of same materials and observe differing results. <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud

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STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	<p>Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).</p> <p><u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group</p>
INDICATOR	C.60.9.	<p>Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).</p> <p><u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group</p>
INDICATOR	C.60.10.	<p>Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”).</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group</p>

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STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Problem Solving
INDICATOR	C.60.11.	<p>Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).</p> <p><u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.14.	Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the

		location of the treasure). <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.48.15.	With adult assistance, stop and consider alternatives when encountering a problem. <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Working Memory
INDICATOR	C.48.16.	Engage in games that involve remembering (e.g., memory). <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). <u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a problem. <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time

		p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Working Memory
INDICATOR	C.60.18.	Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.") <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time

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STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	Describe emotions and feelings to trusted adults and peers. <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	Describe self by referring to preferences, thoughts and feelings. <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Mobility
INDICATOR	PH.48.1.	Walk up and down stairs alternating feet while carrying an object. <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group

		<p>p. 20 Exploring the Topic Day 4 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 63 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p>
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.48.2.	<p>Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives.</p> <p><u>Balls Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p>
INDICATOR	PH.48.3.	<p>Hop on one foot.</p> <p><u>Balls Study</u></p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 47 Investigation 3 Day 2 Read-Aloud</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 83 Celebrating Learning Outdoor Experience</p>
INDICATOR	PH.48.4.	<p>Kick ball at target a short distance away with accuracy and speed.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 20 Exploring the Topic Day 4 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p>

		<p>p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Choice Time p. 53 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	PH.48.5.	<p>Throw small ball overhand at target a short distance away with accuracy.</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group</p>

		<p>p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Choice Time p. 53 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.70 Investigation 5 Day 5 Choice Time</p>
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	<p>Alternate direction while running and stop easily without losing balance.</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time</p>
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to

		develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.60.2.	<p>Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle).</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	<p>Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).</p> <p><u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	<p>Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft.</p> <p><u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years

INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors). <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar). <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement. <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community. <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension

INDICATOR	L.48.1.	<p>Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts.</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	<p>Understand increasingly complex sentences that include 2 - 3 concepts (e.g., “Put the blue paper under the box.”).</p> <p><u>Balls Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	<p>Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 3 Outdoor Experiences</p>

		<p>p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group</p>
INDICATOR	L.60.2.	<p>Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	<p>Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”).</p> <p><u>Balls Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered

		frequently in both real and symbolic contexts. <u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog). <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	Communicate about current or removed events and/or objects. <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group

p. 31 Investigation 1 Day 2 Choice Time
 p. 31 Investigation 1 Day 2 Large-Group Roundup
 p. 31 Investigation 1 Day 2 Small Group
 p. 32 Investigation 1 Day 3 Choice Time
 p. 32 Investigation 1 Day 3 Large Group
 p. 33 Investigation 1 Day 3 Large-Group Roundup
 p. 33 Investigation 1 Day 3 Read-Aloud
 p. 33 Investigation 1 Day 3 Small Group
 p. 35 Investigation 2 Outdoor Experiences
 p. 36 Investigation 2 Day 1 Choice Time
 p. 36 Investigation 2 Day 1 Large Group
 p. 37 Investigation 2 Day 1 Large-Group Roundup
 p. 37 Investigation 2 Day 1 Small Group
 p. 38 Investigation 2 Day 2 Large Group
 p. 39 Investigation 2 Day 2 Choice Time
 p. 39 Investigation 2 Day 2 Large-Group Roundup
 p. 39 Investigation 2 Day 2 Read-Aloud
 p. 39 Investigation 2 Day 2 Small Group
 p. 40 Investigation 2 Day 3 Choice Time
 p. 40 Investigation 2 Day 3 Large Group
 p. 41 Investigation 2 Day 3 Large-Group Roundup
 p. 41 Investigation 2 Day 3 Small Group
 p. 43 Investigation 3 Outdoor Experiences
 p. 44 Investigation 3 Day 1 Large Group
 p. 45 Investigation 3 Day 1 Choice Time
 p. 45 Investigation 3 Day 1 Large-Group Roundup
 p. 45 Investigation 3 Day 1 Small Group
 p. 46 Investigation 3 Day 2 Choice Time
 p. 46 Investigation 3 Day 2 Large Group
 p. 47 Investigation 3 Day 2 Small Group
 p. 49 Investigation 4 Outdoor Experience
 p. 50 Investigation 4 Day 1 Large Group
 p. 51 Investigation 4 Day 1 Choice Time
 p. 51 Investigation 4 Day 1 Large-Group Roundup
 p. 51 Investigation 4 Day 1 Read-Aloud
 p. 51 Investigation 4 Day 1 Small Group
 p. 52 Investigation 4 Day 2 Large Group
 p. 53 Investigation 4 Day 2 Choice Time
 p. 53 Investigation 4 Day 2 Large-Group Roundup
 p. 54 Investigation 4 Day 3 Large Group
 p. 55 Investigation 4 Day 3 Choice Time
 p. 55 Investigation 4 Day 3 Large-Group Roundup
 p. 55 Investigation 4 Day 3 Read-Aloud
 p. 55 Investigation 4 Day 3 Small Group
 p. 56 Investigation 4 Day 4 Choice Time
 p. 56 Investigation 4 Day 4 Large Group
 p. 57 Investigation 4 Day 4 Large-Group Roundup
 p. 57 Investigation 4 Day 4 Read-Aloud
 p. 57 Investigation 4 Day 4 Small Group
 p. 58 Investigation 4 Day 5 Large Group
 p. 59 Investigation 4 Day 5 Choice Time
 p. 59 Investigation 4 Day 5 Large Group Roundup
 p. 59 Investigation 4 Day 5 Read-Aloud
 p. 59 Investigation 4 Day 5 Small Group
 p. 61 Investigation 5 Outdoor Experiences
 p. 62 Investigation 5 Day 1 Choice Time
 p. 62 Investigation 5 Day 1 Large Group
 p. 63 Investigation 5 Day 1 Large-Group Roundup
 p. 63 Investigation 5 Day 1 Small Group
 p. 64 Investigation 5 Day 2 Choice Time
 p. 64 Investigation 5 Day 2 Large Group
 p. 65 Investigation 5 Day 2 Large-Group Roundup
 p. 65 Investigation 5 Day 2 Small Group
 p. 66 Investigation 5 Day 3 Large Group
 p. 67 Investigation 5 Day 3 Choice Time

		<p>p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Large-Group Roundup p. 71 Investigation 5 Day 5 Small Group p. 83 Celebrating Learning Outdoor Experience p. 84 Celebrating Learning Day 1 Choice Time p. 85 Celebrating Learning Day 1 Large Group Roundup p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Choice Time p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	<p>Use basic grammar rules including irregular past tense and questions.</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group</p>
INDICATOR	L.48.9.	<p>Use speech that is mostly intelligible to familiar and unfamiliar adults.</p> <p><u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	<p>Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud</p>

		<p>p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	<p>Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.</p> <p><u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	<p>Maintain a topic of conversation over the course of several turns.</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup</p>

		<p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 54 Investigation 4 Day 3 Large Group</p> <p>p. 55 Investigation 4 Day 3 Choice Time</p> <p>p. 55 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Large Group Roundup</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 67 Investigation 5 Day 3 Small Group</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p>
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		<p>p. 69 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 71 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 85 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Choice Time</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.67 Investigation 5 Day 3 Large-Group Roundup</p> <p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	<p>Answer simple who, what, where and why questions.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 54 Investigation 4 Day 3 Large Group</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p>

		<p>p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	<p>Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group</p>

p. 38 Investigation 2 Day 2 Large Group
 p. 39 Investigation 2 Day 2 Choice Time
 p. 39 Investigation 2 Day 2 Large-Group Roundup
 p. 39 Investigation 2 Day 2 Read-Aloud
 p. 39 Investigation 2 Day 2 Small Group
 p. 40 Investigation 2 Day 3 Choice Time
 p. 40 Investigation 2 Day 3 Large Group
 p. 41 Investigation 2 Day 3 Large-Group Roundup
 p. 41 Investigation 2 Day 3 Small Group
 p. 43 Investigation 3 Outdoor Experiences
 p. 44 Investigation 3 Day 1 Large Group
 p. 45 Investigation 3 Day 1 Choice Time
 p. 45 Investigation 3 Day 1 Large-Group Roundup
 p. 45 Investigation 3 Day 1 Small Group
 p. 46 Investigation 3 Day 2 Choice Time
 p. 46 Investigation 3 Day 2 Large Group
 p. 47 Investigation 3 Day 2 Small Group
 p. 49 Investigation 4 Outdoor Experience
 p. 50 Investigation 4 Day 1 Large Group
 p. 51 Investigation 4 Day 1 Choice Time
 p. 51 Investigation 4 Day 1 Large-Group Roundup
 p. 51 Investigation 4 Day 1 Read-Aloud
 p. 51 Investigation 4 Day 1 Small Group
 p. 52 Investigation 4 Day 2 Large Group
 p. 53 Investigation 4 Day 2 Choice Time
 p. 53 Investigation 4 Day 2 Large-Group Roundup
 p. 54 Investigation 4 Day 3 Large Group
 p. 55 Investigation 4 Day 3 Choice Time
 p. 55 Investigation 4 Day 3 Large-Group Roundup
 p. 55 Investigation 4 Day 3 Read-Aloud
 p. 55 Investigation 4 Day 3 Small Group
 p. 56 Investigation 4 Day 4 Choice Time
 p. 56 Investigation 4 Day 4 Large Group
 p. 57 Investigation 4 Day 4 Large-Group Roundup
 p. 57 Investigation 4 Day 4 Read-Aloud
 p. 57 Investigation 4 Day 4 Small Group
 p. 58 Investigation 4 Day 5 Large Group
 p. 59 Investigation 4 Day 5 Choice Time
 p. 59 Investigation 4 Day 5 Large Group Roundup
 p. 59 Investigation 4 Day 5 Read-Aloud
 p. 59 Investigation 4 Day 5 Small Group
 p. 61 Investigation 5 Outdoor Experiences
 p. 62 Investigation 5 Day 1 Choice Time
 p. 62 Investigation 5 Day 1 Large Group
 p. 63 Investigation 5 Day 1 Large-Group Roundup
 p. 63 Investigation 5 Day 1 Small Group
 p. 64 Investigation 5 Day 2 Choice Time
 p. 64 Investigation 5 Day 2 Large Group
 p. 65 Investigation 5 Day 2 Large-Group Roundup
 p. 65 Investigation 5 Day 2 Small Group
 p. 66 Investigation 5 Day 3 Large Group
 p. 67 Investigation 5 Day 3 Choice Time
 p. 67 Investigation 5 Day 3 Small Group
 p. 69 Investigation 5 Day 4 Choice Time
 p. 69 Investigation 5 Day 4 Large-Group Roundup
 p. 69 Investigation 5 Day 4 Small Group
 p. 70 Investigation 5 Day 5 Large Group
 p. 71 Investigation 5 Day 5 Large-Group Roundup
 p. 71 Investigation 5 Day 5 Small Group
 p. 83 Celebrating Learning Outdoor Experience
 p. 84 Celebrating Learning Day 1 Choice Time
 p. 85 Celebrating Learning Day 1 Large Group Roundup
 p. 85 Celebrating Learning Day 1 Small Group
 p. 86 Celebrating Learning Day 2 Choice Time
 p. 86 Celebrating Learning Day 2 Large Group

		<p>p. 87 Celebrating Learning Day 2 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	<p>Use language to share ideas and gain information.</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 5 Large-Group Roundup</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	<p>Select fiction and nonfiction books to be read and attend with interest.</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Small Group p. 47 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud</p>

		<p>p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	<p>Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Mighty Minutes p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Mighty Minutes p. 19 Exploring the Topic Day 3 Read-Aloud p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 39 Investigation 2 Day 2 Read-Aloud p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 55 Investigation 4 Day 3 Read-Aloud p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Read-Aloud p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes</p>

		<p>p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	L.48.14.	<p>Ask and answer simple who, what, where and why questions related to story or text.</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Mighty Minutes p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	L.48.15.	<p>Make predictions and/or ask questions about the text by examining the title, cover, pictures.</p>

		<p>Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.60.11.	<p>Independently choose to “read” books and select a variety of texts including fiction and nonfiction.</p> <p>Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	<p>With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.</p> <p>Balls Study p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group</p>

		<p>p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud</p>
INDICATOR	L.60.13.	<p>Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 17 Exploring the Topic Day 2 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 69 Investigation 5 Day 4 Small Group</p>
INDICATOR	L.60.14.	<p>Use connections between self and character, experience and emotions to increase comprehension.</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		<u>Book Concepts</u>
INDICATOR	L.48.16.	<p>Look at pages of a book from left to right (or according to conventions of home language).</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	L.48.17.	<p>Recognize that print represents spoken words (e.g., first name in print, environmental labels).</p> <p><u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Small Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain

		knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment. <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Small Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language). <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p.70 Investigation 5 Day 5 Choice Time
INDICATOR	L.60.16.	Know that books have titles, authors, illustrators or photographers. <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud
INDICATOR	L.60.17.	Recognize words as a unit of print and that letters are grouped to form words. <u>Balls Study</u> p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years

INDICATOR		Print Concepts
INDICATOR	L.60.18.	Identify some familiar printed words out of context. <u>Balls Study</u> p. 39 Investigation 2 Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Small Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p.53 Investigation 4 Day 2 Small Group p.70 Investigation 5 Day 5 Choice Time
INDICATOR	L.60.19.	Begin to use awareness of letter sounds along with pictures to read words in text. <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 2 Small Group p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and

		<p>unfamiliar words.</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Mighty Minutes p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 47 Investigation 3 Day 2 Small Group p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	L.60.21.	<p>Make some letter-sound connections.</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	<p>Recognize rhyming words in songs, chants or poems.</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 4 Day 3 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Mighty Minutes</p>

		<p>p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	L.48.21.	<p>Identify when initial sounds in words are the same.</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group</p>
INDICATOR	L.48.22.	<p>Distinguish individual words in a sentence.</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	<p>Produce rhyming words or words that have same initial sound.</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group</p>

		<p>p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 4 Day 3 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	L.60.23.	<p>Recognize which words in a set of words begin with the same sound.</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group</p>
INDICATOR	L.60.24.	<p>Distinguish syllables in words.</p> <p><u>Balls Study</u> p. 20 Exploring the Topic Day 4 Large Group p. 32 Investigation 1 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group</p>
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	<p>Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).</p> <p><u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time</p>

		p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
INDICATOR	L.48.24.	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. <u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end. <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	L.60.26.	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word. <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music. <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
INDICATOR	CA.48.2.	Imitate or spontaneously sing an entire verse of song. <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group

		<p>p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	CA.48.3.	<p>Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes</p>

		<p>p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	CA.48.4.	<p>Spontaneously sing songs and/or participate in songs with gestures.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.53 Investigation 4 Day 2 Small Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	Use different materials and techniques to make art creations that

		<p>reflect thoughts, feelings, experiences, knowledge.</p> <p><u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	<p>Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>

STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	CA.60.2.	Invent own music through humming, singing, creating rhythms, etc.). <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group

		<p>p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	CA.60.3.	<p>Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group</p>

		<p>p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	CA.60.4.	<p>Create music using their voices and/or a variety of instruments and materials.</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	<p>Use a variety of tools and materials to represent ideas through the visual arts.</p> <p><u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage

		in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	<p>Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	CA.60.7.	<p>Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group</p>

		<p>p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.88 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	<p>Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground).</p> <p><u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	<p>Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details).</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group</p>

		<p>p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	CA.48.9.	<p>Demonstrate increased appreciation of the work of others and identify preferences.</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		<u>Appreciation of the Arts</u>
INDICATOR	CA.60.9.	<p>Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group</p>

		<p>p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	<p>Say or sign the number sequence up to at least 10.</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group</p>

		<p>p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	<p>Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group</p>
INDICATOR	M.48.3.	<p>Count out a set of objects up to four.</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group</p>

		p.68 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	Recognize written numerals up to at least five. <u>Balls Study</u> p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names
INDICATOR	M.60.1.	Say or sign the number sequence up to at least 20. <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years

INDICATOR		Cardinality
INDICATOR	M.60.2.	<p>Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group</p>
INDICATOR	M.60.3.	<p>Count out a set of objects up to five.</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	<p>Recognize written numerals up to at least 10.</p> <p><u>Balls Study</u></p>

		p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items. <u>Balls Study</u> p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group

STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects). <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>Balls Study</u>

		<p>p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	<p>Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).</p> <p><u>Balls Study</u> p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	<p>Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount).</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group</p>
INDICATOR	M.60.10.	<p>Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools.</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time</p>

		<p>p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. <u>Balls Study</u> p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. <u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes. <u>Balls Study</u> p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 49 Investigation 4 Outdoor Experience p. 54 Investigation 4 Day 3 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p.53 Investigation 4 Day 2 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to

		understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	<p>Combine two or more shapes to create a new shape or to represent an object in the environment.</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Mighty Minutes p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Mighty Minutes p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 53 Investigation 4 Day 2 Choice Time p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group</p>
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	<p>Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.</p> <p><u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group</p>
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to

		understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>Balls Study</u> p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 49 Investigation 4 Outdoor Experience p. 54 Investigation 4 Day 3 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p.53 Investigation 4 Day 2 Small Group
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Questioning and Defining Problems
INDICATOR	S.48.1.	Ask more detailed questions including the relationship between two things or cause and effect relationships. <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 58 Investigation 4 Day 5 Large Group p. 69 Investigation 5 Day 4 Choice Time
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials. <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time

		<p>p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 61 Investigation 5 Outdoor Experiences p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	<p>Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”).</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Choice Time p. 53 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group</p>

		<p>p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.70 Investigation 5 Day 5 Choice Time</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Questioning and Defining Problems
INDICATOR	S.60.1.	<p>Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”).</p> <p><u>Balls Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Investigating
INDICATOR	S.60.2.	<p>Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time</p>

		<p>p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 53 Investigation 4 Day 2 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Using Evidence
INDICATOR	S.60.5.	<p>Begin to distinguish evidence from opinion.</p> <p><u>Balls Study</u> p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time</p>
STATE FRAMEWORK	S.B.	Strand B: Early learning experiences will support children to engage in the process of engineering.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Design Cycle
INDICATOR	S.48.4.	<p>Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem.</p> <p><u>Balls Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group</p>
STATE FRAMEWORK	S.B.	Strand B: Early learning experiences will support children to engage in the process of engineering.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Design Cycle
INDICATOR	S.60.6.	<p>Identify a problem and, with adult assistance, design a solution, test and refine design elements.</p> <p><u>Balls Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group</p>
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years

INDICATOR		Unity and Diversity of Life
INDICATOR	S.48.6.	Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults. <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.48.7.	Explore how animals depend upon the environment for food, water and shelter. <u>Balls Study</u> p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other animals for food. <u>Balls Study</u> p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.48.8.	Investigate how objects' speed and direction can be varied. <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years

INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	<p>Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength).</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Small Group</p>
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	<p>Make predictions and conduct simple experiments to change direction, speed and distance objects move.</p> <p><u>Balls Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 53 Investigation 4 Day 2 Choice Time p. 61 Investigation 5 Outdoor Experiences p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group p.47 Investigation 3 Day 2 Large-Group Roundup</p>

INDICATOR	S.60.11.	<p>Determine cause and effect of push/pull/collision that make objects, start, stop and change direction.</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	<p>Evaluate the appropriateness of a material for a given purpose based upon its properties.</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Small Group</p>
INDICATOR	S.60.13.	<p>Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.).</p> <p><u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group</p>
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years

INDICATOR		Earth and Human Activity
INDICATOR	S.48.12.	Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples). <u>Balls Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom. <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience

Beginning the Year
State: Connecticut Early Learning and Development Standards
Subject: Early Childhood Education
Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	<p>Help and cooperate in group.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 1 Small Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 1 Day 5 Small Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Large-Group Roundup p. 29 Focus Question 2 Day 1 Read-Aloud p. 29 Focus Question 2 Day 1 Small Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 2 Day 2 Small Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large-Group Roundup p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 2 Day 3 Small Group p. 36 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Small Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 41 Focus Question 3 Day 3 Read-Aloud</p>

p. 41 Focus Question 3 Day 3 Small Group
 p. 42 Focus Question 3 Day 4 Choice Time
 p. 42 Focus Question 3 Day 4 Large Group
 p. 43 Focus Question 3 Day 4 Large-Group Roundup
 p. 43 Focus Question 3 Day 4 Small Group
 p. 44 Focus Question 3 Day 5 Choice Time
 p. 44 Focus Question 3 Day 5 Large Group
 p. 45 Focus Question 3 Day Read-Aloud
 p. 45 Focus Question 3 Day 5 Large-Group Roundup
 p. 45 Focus Question 3 Day 5 Small Group
 p. 48 Focus Question 4 Day 1 Large Group
 p. 49 Focus Question 4 Day 1 Choice Time
 p. 49 Focus Question 4 Day 1 Large-Group Roundup
 p. 49 Focus Question 4 Day 1 Small Group
 p. 50 Focus Question 4 Day 2 Choice Time
 p. 50 Focus Question 4 Day 2 Large Group
 p. 51 Focus Question 4 Day 2 Large-Group Roundup
 p. 51 Focus Question 4 Day 2 Read-Aloud
 p. 51 Focus Question 4 Day 2 Small Group⁵¹
 p. 52 Focus Question 4 Day 3 Choice Time
 p. 52 Focus Question 4 Day 3 Large Group
 p. 53 Focus Question 4 Day 23 Large-Group Roundup
 p. 53 Focus Question 4 Day 3 Small Group
 p. 56 Focus Question 5 Day 1 Large Group
 p. 57 Focus Question 5 Day 1 Choice Time
 p. 57 Focus Question 5 Day 1 Large-Group Roundup
 p. 57 Focus Question 5 Day 1 Read-Aloud
 p. 57 Focus Question 5 Day 1 Small Group
 p. 58 Focus Question 5 Day 2 Choice Time
 p. 58 Focus Question 5 Day 2 Large Group
 p. 59 Focus Question 5 Day 2 Large-Group Roundup
 p. 59 Focus Question 5 Day 2 Small Group
 p. 60 Focus Question 5 Day 3 Choice Time
 p. 60 Focus Question 5 Day 3 Large Group
 p. 61 Focus Question 5 Day 3 Large-Group Roundup
 p. 61 Focus Question 5 Day 3 Read-Aloud
 p. 61 Focus Question 5 Day 3 Small Group
 p. 62 Focus Question 5 Day 4 Large Group
 p. 63 Focus Question 5 Day 4 Choice Time
 p. 63 Focus Question 5 Day 4 Large-Group Roundup
 p. 63 Focus Question 5 Day 4 Small Group
 p. 65 Focus Question 6 Outdoor Experiences
 p. 66 Focus Question 6 Day 1 Large Group
 p. 67 Focus Question 6 Day 1 Choice Time
 p. 67 Focus Question 6 Day 1 Large-Group Roundup
 p. 67 Focus Question 6 Day 1 Read-Aloud
 p. 67 Focus Question 6 Day 1 Small Group
 p. 68 Focus Question 6 Day 2 Choice Time
 p. 68 Focus Question 6 Day 2 Large Group
 p. 69 Focus Question 6 Day 2 Large-Group Roundup
 p. 69 Focus Question 6 Day 2 Small Group
 p. 70 Focus Question 6 Day 3 Choice Time
 p. 70 Focus Question 6 Day 3 Large Group
 p. 71 Focus Question 6 Day 3 Large-Group Roundup
 p. 71 Focus Question 6 Day 3 Read-Aloud
 p. 71 Focus Question 6 Day 3 Small Group
 p. 72 Focus Question 6 Day 4 Choice Time
 p. 72 Focus Question 6 Day 4 Large Group
 p. 73 Focus Question 6 Day 4 Large-Group Roundup
 p. 73 Focus Question 6 Day 4 Small Group
 p. 74 Focus Question 6 Day 5 Large Group
 p. 75 Focus Question 6 Day 5 Choice Time
 p. 75 Focus Question 6 Day 5 Large-Group Roundup
 p. 75 Focus Question 6 Day 5 Read-Aloud
 p. 75 Focus Question 6 Day 5 Small Group

		<p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 83 Ministudy Day 2 Large-Group Roundup</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Large-Group Roundup</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 88 Ministudy Day 5 Choice Time</p> <p>p. 88 Ministudy Day 5 Large Group</p> <p>p. 89 Ministudy Day 5 Large-Group Roundup</p> <p>p. 89 Ministudy Day 5 Small Group</p>
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	<p>Model or teach peers how to use materials or complete a task.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Choice Time</p> <p>p. 17 Focus Question 1 Day 1 Large-Group Roundup</p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 18 Focus Question 1 Day 2 Large Group</p> <p>p. 19 Focus Question 1 Day 2 Choice Time</p> <p>p. 19 Focus Question 1 Day 2 Large-Group Roundup</p> <p>p. 19 Focus Question 1 Day 2 Small Group</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 21 Focus Question 1 Day 3 Choice Time</p> <p>p. 21 Focus Question 1 Day 3 Large-Group Roundup</p> <p>p. 21 Focus Question 1 Day 3 Small Group</p> <p>p. 22 Focus Question 1 Day 4 Choice Time</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Large-Group Roundup</p> <p>p. 23 Focus Question 1 Day 4 Small Group</p> <p>p. 24 Focus Question 1 Day 5 Choice Time</p> <p>p. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 25 Focus Question 1 Day 5 Large-Group Roundup</p> <p>p. 25 Focus Question 1 Day 5 Read-Aloud</p> <p>p. 25 Focus Question 1 Day 5 Small Group</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 28 Focus Question 2 Day 1 Large Group</p> <p>p. 29 Focus Question 2 Day 1 Choice Time</p> <p>p. 29 Focus Question 2 Day 1 Large-Group Roundup</p> <p>p. 29 Focus Question 2 Day 1 Read-Aloud</p> <p>p. 29 Focus Question 2 Day 1 Small Group</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 31 Focus Question 2 Day 2 Choice Time</p> <p>p. 31 Focus Question 2 Day 2 Large-Group Roundup</p> <p>p. 31 Focus Question 2 Day 2 Small Group</p> <p>p. 32 Focus Question 2 Day 3 Choice Time</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 33 Focus Question 2 Day 3 Large-Group Roundup</p>

p. 33 Focus Question 2 Day 3 Read-Aloud
 p. 33 Focus Question 2 Day 3 Small Group
 p. 36 Focus Question 3 Day 1 Choice Time
 p. 36 Focus Question 3 Day 1 Large Group
 p. 37 Focus Question 3 Day 1 Large-Group Roundup
 p. 37 Focus Question 3 Day 1 Read-Aloud
 p. 37 Focus Question 3 Day 1 Small Group
 p. 38 Focus Question 3 Day 2 Choice Time
 p. 38 Focus Question 3 Day 2 Large Group
 p. 39 Focus Question 3 Day 2 Large-Group Roundup
 p. 39 Focus Question 3 Day 2 Small Group
 p. 40 Focus Question 3 Day 3 Choice Time
 p. 40 Focus Question 3 Day 3 Large Group
 p. 41 Focus Question 3 Day 3 Large-Group Roundup
 p. 41 Focus Question 3 Day 3 Read-Aloud
 p. 41 Focus Question 3 Day 3 Small Group
 p. 42 Focus Question 3 Day 4 Choice Time
 p. 42 Focus Question 3 Day 4 Large Group
 p. 43 Focus Question 3 Day 4 Large-Group Roundup
 p. 43 Focus Question 3 Day 4 Small Group
 p. 44 Focus Question 3 Day 5 Choice Time
 p. 44 Focus Question 3 Day 5 Large Group
 p. 45 Focus Question 3 Day Read-Aloud
 p. 45 Focus Question 3 Day 5 Large-Group Roundup
 p. 45 Focus Question 3 Day 5 Small Group
 p. 48 Focus Question 4 Day 1 Large Group
 p. 49 Focus Question 4 Day 1 Choice Time
 p. 49 Focus Question 4 Day 1 Large-Group Roundup
 p. 49 Focus Question 4 Day 1 Small Group
 p. 50 Focus Question 4 Day 2 Choice Time
 p. 50 Focus Question 4 Day 2 Large Group
 p. 51 Focus Question 4 Day 2 Large-Group Roundup
 p. 51 Focus Question 4 Day 2 Read-Aloud
 p. 51 Focus Question 4 Day 2 Small Group
 p. 52 Focus Question 4 Day 3 Choice Time
 p. 52 Focus Question 4 Day 3 Large Group
 p. 53 Focus Question 4 Day 23 Large-Group Roundup
 p. 53 Focus Question 4 Day 3 Small Group
 p. 56 Focus Question 5 Day 1 Large Group
 p. 57 Focus Question 5 Day 1 Choice Time
 p. 57 Focus Question 5 Day 1 Large-Group Roundup
 p. 57 Focus Question 5 Day 1 Read-Aloud
 p. 57 Focus Question 5 Day 1 Small Group
 p. 58 Focus Question 5 Day 2 Choice Time
 p. 58 Focus Question 5 Day 2 Large Group
 p. 59 Focus Question 5 Day 2 Large-Group Roundup
 p. 59 Focus Question 5 Day 2 Small Group
 p. 60 Focus Question 5 Day 3 Choice Time
 p. 60 Focus Question 5 Day 3 Large Group
 p. 61 Focus Question 5 Day 3 Large-Group Roundup
 p. 61 Focus Question 5 Day 3 Read-Aloud
 p. 61 Focus Question 5 Day 3 Small Group
 p. 62 Focus Question 5 Day 4 Large Group
 p. 63 Focus Question 5 Day 4 Choice Time
 p. 63 Focus Question 5 Day 4 Large-Group Roundup
 p. 63 Focus Question 5 Day 4 Small Group
 p. 65 Focus Question 6 Outdoor Experiences
 p. 66 Focus Question 6 Day 1 Large Group
 p. 67 Focus Question 6 Day 1 Choice Time
 p. 67 Focus Question 6 Day 1 Large-Group Roundup
 p. 67 Focus Question 6 Day 1 Read-Aloud
 p. 67 Focus Question 6 Day 1 Small Group
 p. 68 Focus Question 6 Day 2 Choice Time
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 p. 69 Focus Question 6 Day 2 Large-Group Roundup

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STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cause and Effect
INDICATOR	C.48.6.	<p>Manipulate materials and communicate about the impact of own actions.</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Read-Aloud</p> <p>p. 19 Focus Question 1 Day 2 Read-Aloud</p> <p>p. 21 Focus Question 1 Day 3 Read-Aloud</p> <p>p. 23 Focus Question 1 Day 4 Read-Aloud</p> <p>p. 25 Focus Question 1 Day 5 Read-Aloud</p> <p>p. 29 Focus Question 2 Day 1 Read-Aloud</p> <p>p. 31 Focus Question 2 Day 2 Read-Aloud</p> <p>p. 33 Focus Question 2 Day 3 Read-Aloud</p> <p>p. 37 Focus Question 3 Day 1 Read-Aloud</p> <p>p. 39 Focus Question 3 Day 2 Read-Aloud</p> <p>p. 41 Focus Question 3 Day 3 Read-Aloud</p> <p>p. 43 Focus Question 3 Day 4 Read-Aloud</p> <p>p. 45 Focus Question 3 Day Read-Aloud</p> <p>p. 49 Focus Question 4 Day 1 Read-Aloud</p> <p>p. 51 Focus Question 4 Day 2 Read-Aloud</p> <p>p. 53 Focus Question 4 Day 3 Read-Aloud</p> <p>p. 57 Focus Question 5 Day 1 Read-Aloud</p> <p>p. 59 Focus Question 5 Day 2 Read-Aloud</p>

		<p>p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	<p>Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound).</p> <p><u>Beginning the Year</u> p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Mighty Minutes p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	C.48.8.	<p>Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 88 Ministudy Day 5 Large Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	<p>Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use

		logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Symbolic Representation
INDICATOR	C.48.12.	<p>Represent people, places or things through simple drawings, movements and three-dimensional construction.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	<p>Try multiple uses of same materials and observe differing results.</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud</p>

		<p>p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	<p>Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	C.60.9.	<p>Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	C.60.10.	<p>Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”).</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 29 Focus Question 2 Day 1 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large-Group Roundup p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group</p>

		<p>p. 39 Focus Question 3 Day 2 Large-Group Roundup</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 41 Focus Question 3 Day 3 Large-Group Roundup</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 43 Focus Question 3 Day 4 Small Group</p> <p>p. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 45 Focus Question 3 Day 5 Small Group</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 51 Focus Question 4 Day 2 Large-Group Roundup</p> <p>p. 51 Focus Question 4 Day 2 Mighty Minutes</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 52 Focus Question 4 Day 3 Choice Time</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 57 Focus Question 5 Day 1 Large-Group Roundup</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 59 Focus Question 5 Day 2 Small Group</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</p> <p>p. 61 Focus Question 5 Day 3 Small Group</p> <p>p. 63 Focus Question 5 Day 4 Large-Group Roundup</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 69 Focus Question 6 Day 2 Large-Group Roundup</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Large-Group Roundup</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 73 Focus Question 6 Day 4 Read-Aloud</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Large-Group Roundup</p> <p>p. 83 Ministudy Day 2 Mighty Minutes</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Large-Group Roundup</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p> <p>p. 89 Ministudy Day 5 Large-Group Roundup</p> <p>p. 89 Ministudy Day 5 Mighty Minutes</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Problem Solving
INDICATOR	C.60.11.	<p>Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).</p> <p><u>Beginning the Year</u></p> <p>p. 29 Focus Question 2 Day 1 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p>

STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.14.	<p>Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure).</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup</p>
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Choosing and Planning
INDICATOR	C.48.13.	<p>With adult assistance, choose activities and plan what to do.</p> <p><u>Beginning the Year</u> p. 38 Focus Question 3 Day 2 Large Group</p>
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.48.15.	<p>With adult assistance, stop and consider alternatives when encountering a problem.</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group</p>

		p. 85 Ministudy Day 3 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). <u>Beginning the Year</u> p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 73 Focus Question 6 Day 4 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Choosing and Planning
INDICATOR	C.60.15.	Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan. <u>Beginning the Year</u> p. 38 Focus Question 3 Day 2 Large Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a problem. <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand C: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
STATE FRAMEWORK	SE.B.	Strand C: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years

INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	<p>Recall and follow daily routines with little support, including adapting to changes in rules and routines.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group</p>
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	<p>Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time</p>
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	<p>Describe emotions and feelings to trusted adults and peers.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud</p>

		<p>p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time</p>
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	<p>Describe self by referring to preferences, thoughts and feelings.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time</p>
STATE FRAMEWORK	SE.E.	Strand H: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Adult Relationships
INDICATOR	SE.60.15.	<p>Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud</p>

		<p>p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Mobility
INDICATOR	PH.48.1.	<p>Walk up and down stairs alternating feet while carrying an object.</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 79 Ministudy Outdoor Experiences p. 83 Ministudy Day 2 Mighty Minutes</p>
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.48.2.	<p>Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives.</p> <p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group</p>
INDICATOR	PH.48.3.	<p>Hop on one foot.</p> <p><u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time</p>
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	<p>Alternate direction while running and stop easily without losing balance.</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 35 Focus Question 3 Outdoor Experiences</p>

		<p>p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 79 Ministudy Outdoor Experiences p. 83 Ministudy Day 2 Mighty Minutes</p>
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.60.2.	<p>Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle).</p> <p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	<p>Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).</p> <p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	<p>Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time</p>

		<p>p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	<p>Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).</p> <p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	<p>Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar).</p> <p><u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group</p>

		<p>p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
INDICATOR	PH.60.5.	<p>Use a mature pencil grasp with 3 fingers on writing implement.</p> <p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	<p>Pour liquid from a small pitcher.</p> <p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group</p>
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	<p>Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group</p>
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.60.6.	<p>Use butter knife to spread and cut. Open most containers to remove food.</p> <p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group</p>

		p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community. <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Healthy Behaviors
INDICATOR	PH.48.12.	Name examples of healthy practice including hygiene, nutrition and sleep. <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Healthy Behaviors
INDICATOR	PH.60.10.	Identify healthy practices including hygiene, nutrition and sleep. <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts. <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group

		<p>p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	<p>Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.").</p> <p><u>Beginning the Year</u> p. 44 Focus Question 3 Day 5 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	<p>Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	L.60.2.	<p>Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group</p>

		<p>p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	<p>Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”).</p> <p><u>Beginning the Year</u> p. 44 Focus Question 3 Day 5 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	<p>Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.</p> <p><u>Beginning the Year</u> p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group</p>
INDICATOR	L.48.5.	<p>Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog).</p> <p><u>Beginning the Year</u> p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).

GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	<p>Communicate about current or removed events and/or objects.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 1 Small Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 1 Day 5 Small Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Large-Group Roundup p. 29 Focus Question 2 Day 1 Read-Aloud p. 29 Focus Question 2 Day 1 Small Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 2 Day 2 Small Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large-Group Roundup p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Small Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 41 Focus Question 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Choice Time p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 3 Day 5 Large-Group Roundup</p>

p. 45 Focus Question 3 Day 5 Small Group
 p. 47 Focus Question 4 Outdoor Experiences
 p. 48 Focus Question 4 Day 1 Large Group
 p. 49 Focus Question 4 Day 1 Choice Time
 p. 49 Focus Question 4 Day 1 Large-Group Roundup
 p. 49 Focus Question 4 Day 1 Small Group
 p. 50 Focus Question 4 Day 2 Choice Time
 p. 50 Focus Question 4 Day 2 Large Group
 p. 51 Focus Question 4 Day 2 Large-Group Roundup
 p. 51 Focus Question 4 Day 2 Read-Aloud
 p. 51 Focus Question 4 Day 2 Small Group
 p. 52 Focus Question 4 Day 3 Choice Time
 p. 52 Focus Question 4 Day 3 Large Group
 p. 53 Focus Question 4 Day 23 Large-Group Roundup
 p. 53 Focus Question 4 Day 3 Small Group
 p. 55 Focus Question 5 Outdoor Experiences
 p. 56 Focus Question 5 Day 1 Large Group
 p. 57 Focus Question 5 Day 1 Choice Time
 p. 57 Focus Question 5 Day 1 Large-Group Roundup
 p. 57 Focus Question 5 Day 1 Read-Aloud
 p. 57 Focus Question 5 Day 1 Small Group
 p. 58 Focus Question 5 Day 2 Choice Time
 p. 58 Focus Question 5 Day 2 Large Group
 p. 59 Focus Question 5 Day 2 Large-Group Roundup
 p. 59 Focus Question 5 Day 2 Small Group
 p. 60 Focus Question 5 Day 3 Choice Time
 p. 60 Focus Question 5 Day 3 Large Group
 p. 61 Focus Question 5 Day 3 Large-Group Roundup
 p. 61 Focus Question 5 Day 3 Mighty Minutes
 p. 61 Focus Question 5 Day 3 Read-Aloud
 p. 61 Focus Question 5 Day 3 Small Group
 p. 62 Focus Question 5 Day 4 Large Group
 p. 63 Focus Question 5 Day 4 Choice Time
 p. 63 Focus Question 5 Day 4 Large-Group Roundup
 p. 63 Focus Question 5 Day 4 Small Group
 p. 65 Focus Question 6 Outdoor Experiences
 p. 66 Focus Question 6 Day 1 Large Group
 p. 67 Focus Question 6 Day 1 Choice Time
 p. 67 Focus Question 6 Day 1 Large-Group Roundup
 p. 67 Focus Question 6 Day 1 Read-Aloud
 p. 67 Focus Question 6 Day 1 Small Group
 p. 68 Focus Question 6 Day 2 Choice Time
 p. 68 Focus Question 6 Day 2 Large Group
 p. 69 Focus Question 6 Day 2 Large-Group Roundup
 p. 69 Focus Question 6 Day 2 Small Group
 p. 70 Focus Question 6 Day 3 Choice Time
 p. 70 Focus Question 6 Day 3 Large Group
 p. 71 Focus Question 6 Day 3 Large-Group Roundup
 p. 71 Focus Question 6 Day 3 Read-Aloud
 p. 71 Focus Question 6 Day 3 Small Group
 p. 72 Focus Question 6 Day 4 Choice Time
 p. 72 Focus Question 6 Day 4 Large Group
 p. 73 Focus Question 6 Day 4 Large-Group Roundup
 p. 73 Focus Question 6 Day 4 Small Group
 p. 74 Focus Question 6 Day 5 Large Group
 p. 75 Focus Question 6 Day 5 Choice Time
 p. 75 Focus Question 6 Day 5 Large-Group Roundup
 p. 75 Focus Question 6 Day 5 Read-Aloud
 p. 75 Focus Question 6 Day 5 Small Group
 p. 79 Ministudy Outdoor Experiences
 p. 80 Ministudy Day 1 Large Group
 p. 81 Ministudy Day 1 Choice Time
 p. 81 Ministudy Day 1 Large-Group Roundup
 p. 81 Ministudy Day 1 Small Group
 p. 82 Ministudy Day 2 Large Group

		<p>p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	<p>Use basic grammar rules including irregular past tense and questions.</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group</p>
INDICATOR	L.48.9.	<p>Use speech that is mostly intelligible to familiar and unfamiliar adults.</p> <p><u>Beginning the Year</u> p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	<p>Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).</p> <p><u>Beginning the Year</u> p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud</p>

		<p>p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	<p>Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”).</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Mighty Minutes</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	<p>Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.</p> <p><u>Beginning the Year</u> p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	<p>Maintain a topic of conversation over the course of several turns.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 1 Small Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Small Group</p>

p. 24 Focus Question 1 Day 5 Choice Time
 p. 24 Focus Question 1 Day 5 Large Group
 p. 25 Focus Question 1 Day 5 Large-Group Roundup
 p. 25 Focus Question 1 Day 5 Read-Aloud
 p. 25 Focus Question 1 Day 5 Small Group
 p. 27 Focus Question 2 Outdoor Experiences
 p. 28 Focus Question 2 Day 1 Large Group
 p. 29 Focus Question 2 Day 1 Choice Time
 p. 29 Focus Question 2 Day 1 Large-Group Roundup
 p. 29 Focus Question 2 Day 1 Read-Aloud
 p. 29 Focus Question 2 Day 1 Small Group
 p. 30 Focus Question 2 Day 2 Large Group
 p. 31 Focus Question 2 Day 2 Choice Time
 p. 31 Focus Question 2 Day 2 Large-Group Roundup
 p. 31 Focus Question 2 Day 2 Small Group
 p. 32 Focus Question 2 Day 3 Choice Time
 p. 32 Focus Question 2 Day 3 Large Group
 p. 33 Focus Question 2 Day 3 Large-Group Roundup
 p. 33 Focus Question 2 Day 3 Read-Aloud
 p. 33 Focus Question 2 Day 3 Small Group
 p. 35 Focus Question 3 Outdoor Experiences
 p. 36 Focus Question 3 Day 1 Choice Time
 p. 36 Focus Question 3 Day 1 Large Group
 p. 37 Focus Question 3 Day 1 Large-Group Roundup
 p. 37 Focus Question 3 Day 1 Read-Aloud
 p. 37 Focus Question 3 Day 1 Small Group
 p. 38 Focus Question 3 Day 2 Choice Time
 p. 38 Focus Question 3 Day 2 Large Group
 p. 39 Focus Question 3 Day 2 Large-Group Roundup
 p. 39 Focus Question 3 Day 2 Small Group
 p. 40 Focus Question 3 Day 3 Choice Time
 p. 40 Focus Question 3 Day 3 Large Group
 p. 41 Focus Question 3 Day 3 Large-Group Roundup
 p. 41 Focus Question 3 Day 3 Read-Aloud
 p. 41 Focus Question 3 Day 3 Small Group
 p. 42 Focus Question 3 Day 4 Choice Time
 p. 42 Focus Question 3 Day 4 Large Group
 p. 43 Focus Question 3 Day 4 Large-Group Roundup
 p. 43 Focus Question 3 Day 4 Small Group
 p. 44 Focus Question 3 Day 5 Choice Time
 p. 44 Focus Question 3 Day 5 Large Group
 p. 45 Focus Question 3 Day Read-Aloud
 p. 45 Focus Question 3 Day 5 Large-Group Roundup
 p. 45 Focus Question 3 Day 5 Small Group
 p. 47 Focus Question 4 Outdoor Experiences
 p. 48 Focus Question 4 Day 1 Large Group
 p. 49 Focus Question 4 Day 1 Choice Time
 p. 49 Focus Question 4 Day 1 Large-Group Roundup
 p. 49 Focus Question 4 Day 1 Small Group
 p. 50 Focus Question 4 Day 2 Choice Time
 p. 50 Focus Question 4 Day 2 Large Group
 p. 51 Focus Question 4 Day 2 Large-Group Roundup
 p. 51 Focus Question 4 Day 2 Read-Aloud
 p. 51 Focus Question 4 Day 2 Small Group51
 p. 52 Focus Question 4 Day 3 Choice Time
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 p. 53 Focus Question 4 Day 23 Large-Group Roundup
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 p. 55 Focus Question 5 Outdoor Experiences
 p. 56 Focus Question 5 Day 1 Large Group
 p. 57 Focus Question 5 Day 1 Choice Time
 p. 57 Focus Question 5 Day 1 Large-Group Roundup
 p. 57 Focus Question 5 Day 1 Read-Aloud
 p. 57 Focus Question 5 Day 1 Small Group
 p. 58 Focus Question 5 Day 2 Choice Time

		<p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Large-Group Roundup</p> <p>p. 59 Focus Question 5 Day 2 Small Group</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 61 Focus Question 5 Day 3 Mighty Minutes</p> <p>p. 61 Focus Question 5 Day 3 Read-Aloud</p> <p>p. 61 Focus Question 5 Day 3 Small Group</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Choice Time</p> <p>p. 63 Focus Question 5 Day 4 Large-Group Roundup</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Read-Aloud</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Large-Group Roundup</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Large-Group Roundup</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Large-Group Roundup</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 75 Focus Question 6 Day 5 Read-Aloud</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 83 Ministudy Day 2 Large-Group Roundup</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Large-Group Roundup</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 88 Ministudy Day 5 Choice Time</p> <p>p. 88 Ministudy Day 5 Large Group</p> <p>p. 89 Ministudy Day 5 Large-Group Roundup</p> <p>p. 89 Ministudy Day 5 Small Group</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction

INDICATOR	L.48.11.	<p>Answer simple who, what, where and why questions.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Mighty Minutes p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation

INDICATOR	L.60.9.	<p>Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 1 Small Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 1 Day 5 Small Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Large-Group Roundup p. 29 Focus Question 2 Day 1 Read-Aloud p. 29 Focus Question 2 Day 1 Small Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 2 Day 2 Small Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large-Group Roundup p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Small Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 41 Focus Question 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Choice Time p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences</p>
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p. 48 Focus Question 4 Day 1 Large Group
 p. 49 Focus Question 4 Day 1 Choice Time
 p. 49 Focus Question 4 Day 1 Large-Group Roundup
 p. 49 Focus Question 4 Day 1 Small Group
 p. 50 Focus Question 4 Day 2 Choice Time
 p. 50 Focus Question 4 Day 2 Large Group
 p. 51 Focus Question 4 Day 2 Large-Group Roundup
 p. 51 Focus Question 4 Day 2 Read-Aloud
 p. 51 Focus Question 4 Day 2 Small Group
 p. 52 Focus Question 4 Day 3 Choice Time
 p. 52 Focus Question 4 Day 3 Large Group
 p. 53 Focus Question 4 Day 23 Large-Group Roundup
 p. 53 Focus Question 4 Day 3 Small Group
 p. 55 Focus Question 5 Outdoor Experiences
 p. 56 Focus Question 5 Day 1 Large Group
 p. 57 Focus Question 5 Day 1 Choice Time
 p. 57 Focus Question 5 Day 1 Large-Group Roundup
 p. 57 Focus Question 5 Day 1 Read-Aloud
 p. 57 Focus Question 5 Day 1 Small Group
 p. 58 Focus Question 5 Day 2 Choice Time
 p. 58 Focus Question 5 Day 2 Large Group
 p. 59 Focus Question 5 Day 2 Large-Group Roundup
 p. 59 Focus Question 5 Day 2 Small Group
 p. 60 Focus Question 5 Day 3 Choice Time
 p. 60 Focus Question 5 Day 3 Large Group
 p. 61 Focus Question 5 Day 3 Large-Group Roundup
 p. 61 Focus Question 5 Day 3 Mighty Minutes
 p. 61 Focus Question 5 Day 3 Read-Aloud
 p. 61 Focus Question 5 Day 3 Small Group
 p. 62 Focus Question 5 Day 4 Large Group
 p. 63 Focus Question 5 Day 4 Choice Time
 p. 63 Focus Question 5 Day 4 Large-Group Roundup
 p. 63 Focus Question 5 Day 4 Small Group
 p. 65 Focus Question 6 Outdoor Experiences
 p. 66 Focus Question 6 Day 1 Large Group
 p. 67 Focus Question 6 Day 1 Choice Time
 p. 67 Focus Question 6 Day 1 Large-Group Roundup
 p. 67 Focus Question 6 Day 1 Read-Aloud
 p. 67 Focus Question 6 Day 1 Small Group
 p. 68 Focus Question 6 Day 2 Choice Time
 p. 68 Focus Question 6 Day 2 Large Group
 p. 69 Focus Question 6 Day 2 Large-Group Roundup
 p. 69 Focus Question 6 Day 2 Small Group
 p. 70 Focus Question 6 Day 3 Choice Time
 p. 70 Focus Question 6 Day 3 Large Group
 p. 71 Focus Question 6 Day 3 Large-Group Roundup
 p. 71 Focus Question 6 Day 3 Read-Aloud
 p. 71 Focus Question 6 Day 3 Small Group
 p. 72 Focus Question 6 Day 4 Choice Time
 p. 72 Focus Question 6 Day 4 Large Group
 p. 73 Focus Question 6 Day 4 Large-Group Roundup
 p. 73 Focus Question 6 Day 4 Small Group
 p. 74 Focus Question 6 Day 5 Large Group
 p. 75 Focus Question 6 Day 5 Choice Time
 p. 75 Focus Question 6 Day 5 Large-Group Roundup
 p. 75 Focus Question 6 Day 5 Read-Aloud
 p. 75 Focus Question 6 Day 5 Small Group
 p. 79 Ministudy Outdoor Experiences
 p. 80 Ministudy Day 1 Large Group
 p. 81 Ministudy Day 1 Choice Time
 p. 81 Ministudy Day 1 Large-Group Roundup
 p. 81 Ministudy Day 1 Small Group
 p. 82 Ministudy Day 2 Large Group
 p. 83 Ministudy Day 2 Choice Time
 p. 83 Ministudy Day 2 Large-Group Roundup

		<p>p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	<p>Use language to share ideas and gain information.</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	<p>Select fiction and nonfiction books to be read and attend with interest.</p> <p><u>Beginning the Year</u> p. 15 Focus Question 1 Outdoor Experiences p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 35 Focus Question 3 Outdoor Experiences p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud</p>

		<p>p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 65 Focus Question 6 Outdoor Experiences p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Large-Group Roundup p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Read-Aloud p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	<p>Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Mighty Minutes p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Read-Aloud p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Read-Aloud p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes</p>

		<p>p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 3 Day 5 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Mighty Minutes p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 79 Ministudy Outdoor Experiences p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Mighty Minutes p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Mighty Minutes p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	L.48.14.	<p>Ask and answer simple who, what, where and why questions related to story or text.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Small Group</p>

		<p>p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Mighty Minutes p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group</p>
INDICATOR	L.48.15.	<p>Make predictions and/or ask questions about the text by examining the title, cover, pictures.</p> <p><u>Beginning the Year</u> p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain

		book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.60.11.	<p>Independently choose to “read” books and select a variety of texts including fiction and nonfiction.</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	<p>With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud</p>

		<p>p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	L.60.13.	<p>Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).</p> <p><u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 63 Focus Question 5 Day 4 Small Group p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	L.60.14.	<p>Use connections between self and character, experience and emotions to increase comprehension.</p> <p><u>Beginning the Year</u> p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>

		p. 87 Ministudy Day 4 Read-Aloud
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	<p>Look at pages of a book from left to right (or according to conventions of home language).</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group</p>
INDICATOR	L.48.17.	<p>Recognize that print represents spoken words (e.g., first name in print, environmental labels).</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Small Group p. 41 Focus Question 3 Day 3 Small Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	<p>Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Small Group p. 41 Focus Question 3 Day 3 Small Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	<p>Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group</p>

INDICATOR	L.60.16.	<p>Know that books have titles, authors, illustrators or photographers.</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>
INDICATOR	L.60.17.	<p>Recognize words as a unit of print and that letters are grouped to form words.</p> <p><u>Beginning the Year</u> p. 74 Focus Question 6 Day 5 Large Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.18.	<p>Identify some familiar printed words out of context.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group</p>
INDICATOR	L.60.19.	<p>Begin to use awareness of letter sounds along with pictures to read words in text.</p> <p><u>Beginning the Year</u> p. 15 Focus Question 1 Outdoor Experiences p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup</p>

		<p>p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group⁵¹ p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	<p>Recognize and name known letters of the alphabet in familiar and unfamiliar words.</p> <p><u>Beginning the Year</u> p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud</p>

		<p>p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	L.60.21.	<p>Make some letter-sound connections.</p> <p><u>Beginning the Year</u> p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	<p>Recognize rhyming words in songs, chants or poems.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 57 Focus Question 5 Day 1 Mighty Minutes p. 59 Focus Question 5 Day 2 Mighty Minutes p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud</p>
INDICATOR	L.48.21.	<p>Identify when initial sounds in words are the same.</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 31 Focus Question 2 Day 2 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes</p>

		<p>p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Mighty Minutes p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	L.48.22.	<p>Distinguish individual words in a sentence.</p> <p><u>Beginning the Year</u> p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 74 Focus Question 6 Day 5 Large Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	<p>Produce rhyming words or words that have same initial sound.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 57 Focus Question 5 Day 1 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Mighty Minutes p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	L.60.23.	Recognize which words in a set of words begin with the same sound.

		<p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 31 Focus Question 2 Day 2 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Mighty Minutes p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	L.60.24.	<p>Distinguish syllables in words.</p> <p><u>Beginning the Year</u> p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 86 Ministudy Day 4 Large Group</p>
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	<p>Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).</p> <p><u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group</p>
INDICATOR	L.48.24.	<p>Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.</p> <p><u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud</p>

		p. 86 Ministudy Day 4 Large Group
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	<p>Draw original stories with a beginning, middle and end.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup</p>
INDICATOR	L.60.26.	<p>Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.</p> <p><u>Beginning the Year</u> p. 41 Focus Question 3 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	<p>Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>

INDICATOR	CA.48.2.	<p>Imitate or spontaneously sing an entire verse of song.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group</p>
INDICATOR	CA.48.3.	<p>Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group</p>

		<p>p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group</p>
INDICATOR	CA.48.4.	<p>Spontaneously sing songs and/or participate in songs with gestures.</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group</p>

		<p>p. 39 Focus Question 3 Day 2 Mighty Minutes</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 40 Focus Question 3 Day 3 Large Group</p> <p>p. 41 Focus Question 3 Day 3 Large-Group Roundup</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 44 Focus Question 3 Day 5 Large Group</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 48 Focus Question 4 Day 1 Large Group</p> <p>p. 49 Focus Question 4 Day 1 Choice Time</p> <p>p. 49 Focus Question 4 Day 1 Mighty Minutes</p> <p>p. 50 Focus Question 4 Day 2 Large Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 55 Focus Question 5 Outdoor Experiences</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Large-Group Roundup</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 59 Focus Question 5 Day 2 Read-Aloud</p> <p>p. 59 Focus Question 5 Day 2 Small Group</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 61 Focus Question 5 Day 3 Small Group</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Mighty Minutes</p> <p>p. 63 Focus Question 5 Day 4 Read-Aloud</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 88 Ministudy Day 5 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	<p>Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 18 Focus Question 1 Day 2 Large Group</p> <p>p. 19 Focus Question 1 Day 2 Choice Time</p> <p>p. 19 Focus Question 1 Day 2 Large-Group Roundup</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 21 Focus Question 1 Day 3 Choice Time</p> <p>p. 21 Focus Question 1 Day 3 Large-Group Roundup</p> <p>p. 22 Focus Question 1 Day 4 Choice Time</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Large-Group Roundup</p> <p>p. 24 Focus Question 1 Day 5 Choice Time</p> <p>p. 24 Focus Question 1 Day 5 Large Group</p>

		<p>p. 25 Focus Question 1 Day 5 Large-Group Roundup</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 31 Focus Question 2 Day 2 Choice Time</p> <p>p. 32 Focus Question 2 Day 3 Choice Time</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	<p>Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Mighty Minutes</p> <p>p. 19 Focus Question 1 Day 2 Mighty Minutes</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 21 Focus Question 1 Day 3 Mighty Minutes</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Mighty Minutes</p> <p>p. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 25 Focus Question 1 Day 5 Mighty Minutes</p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 39 Focus Question 3 Day 2 Large-Group Roundup</p> <p>p. 40 Focus Question 3 Day 3 Large Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 43 Focus Question 3 Day 4 Mighty Minutes</p> <p>p. 45 Focus Question 3 Day 5 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Mighty Minutes</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p>

		<p>p. 69 Focus Question 6 Day 2 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	<p>Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet).</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	<p>Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group</p>

		<p>p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group</p>
INDICATOR	CA.60.2.	<p>Invent own music through humming, singing, creating rhythms, etc.).</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group</p>

		<p>p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group</p>
INDICATOR	CA.60.3.	<p>Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group</p>

		p. 88 Ministudy Day 5 Large Group
INDICATOR	CA.60.4.	<p>Create music using their voices and/or a variety of instruments and materials.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	Use a variety of tools and materials to represent ideas through the visual arts.

		<p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	<p>Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 62 Focus Question 5 Day 4 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	CA.60.7.	<p>Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.</p> <p><u>Beginning the Year</u></p>

		<p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Mighty Minutes</p> <p>p. 19 Focus Question 1 Day 2 Mighty Minutes</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 21 Focus Question 1 Day 3 Mighty Minutes</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Mighty Minutes</p> <p>p. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 25 Focus Question 1 Day 5 Mighty Minutes</p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 39 Focus Question 3 Day 2 Large-Group Roundup</p> <p>p. 40 Focus Question 3 Day 3 Large Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 43 Focus Question 3 Day 4 Mighty Minutes</p> <p>p. 45 Focus Question 3 Day 5 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Mighty Minutes</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Mighty Minutes</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Mighty Minutes</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 87 Ministudy Day 4 Mighty Minutes</p> <p>p. 89 Ministudy Day 5 Mighty Minutes</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	<p>Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground).</p> <p><u>Beginning the Year</u></p> <p>p. 35 Focus Question 3 Outdoor Experiences</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture

		<p>including several details).</p> <p><u>Beginning the Year</u></p> <p>p. 15 Focus Question 1 Outdoor Experiences p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	CA.48.9.	<p>Demonstrate increased appreciation of the work of others and identify preferences.</p> <p><u>Beginning the Year</u></p> <p>p. 15 Focus Question 1 Outdoor Experiences p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup</p>

		<p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 43 Focus Question 3 Day 4 Small Group</p> <p>p. 45 Focus Question 3 Day 5 Small Group</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 48 Focus Question 4 Day 1 Large Group</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 51 Focus Question 4 Day 2 Read-Aloud</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 57 Focus Question 5 Day 1 Choice Time</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 63 Focus Question 5 Day 4 Large-Group Roundup</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 69 Focus Question 6 Day 2 Read-Aloud</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 89 Ministudy Day 5 Small Group</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	<p>Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).</p> <p><u>Beginning the Year</u></p> <p>p. 15 Focus Question 1 Outdoor Experiences</p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 28 Focus Question 2 Day 1 Large Group</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 37 Focus Question 3 Day 1 Large-Group Roundup</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 43 Focus Question 3 Day 4 Small Group</p> <p>p. 45 Focus Question 3 Day 5 Small Group</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 48 Focus Question 4 Day 1 Large Group</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p>

		<p>p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	<p>Say or sign the number sequence up to at least 10.</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.

		<p><u>Beginning the Year</u></p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	M.48.3.	<p>Count out a set of objects up to four.</p> <p><u>Beginning the Year</u></p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	<p>Recognize written numerals up to at least five.</p> <p><u>Beginning the Year</u></p> <p>p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.

		<p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names
INDICATOR	M.60.1.	<p>Say or sign the number sequence up to at least 20.</p> <p><u>Beginning the Year</u> p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Cardinality
INDICATOR	M.60.2.	<p>Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	M.60.3.	Count out a set of objects up to five.

		<p>Beginning the Year</p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	<p>Recognize written numerals up to at least 10.</p> <p>Beginning the Year</p> <p>p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	<p>Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.</p> <p>Beginning the Year</p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems

		(operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects). <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time

STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). <u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time
INDICATOR	M.60.10.	Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools. <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).

GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Data
INDICATOR	M.60.11.	Represent data using a concrete object or picture graph according to one attribute. <u>Beginning the Year</u> p. 89 Ministudy Day 5 Read-Aloud
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. <u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Small Group p.51 p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes. <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent

		<p>an object in the environment.</p> <p><u>Beginning the Year</u> p. 36 Focus Question 3 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	<p>Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Small Group p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group</p>
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	<p>Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size.</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup</p>
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Questioning and Defining Problems
INDICATOR	S.48.1.	<p>Ask more detailed questions including the relationship between two things or cause and effect relationships.</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL	S.48.	3 to 4 years

EXPECTATION		
INDICATOR		Investigating
INDICATOR	S.48.2.	<p>Intentionally vary actions in order to observe the effect of these actions on materials.</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 49 Focus Question 4 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 52 Focus Question 4 Day 3 Choice Time p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 68 Focus Question 6 Day 2 Choice Time p. 70 Focus Question 6 Day 3 Choice Time p. 72 Focus Question 6 Day 4 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	<p>Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”).</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Small Group</p>

		<p>p. 29 Focus Question 2 Day 1 Choice Time</p> <p>p. 29 Focus Question 2 Day 1 Small Group</p> <p>p. 31 Focus Question 2 Day 2 Small Group</p> <p>p. 32 Focus Question 2 Day 3 Choice Time</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 33 Focus Question 2 Day 3 Small Group</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 36 Focus Question 3 Day 1 Large Group</p> <p>p. 37 Focus Question 3 Day 1 Mighty Minutes</p> <p>p. 37 Focus Question 3 Day 1 Small Group</p> <p>p. 39 Focus Question 3 Day 2 Mighty Minutes</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 40 Focus Question 3 Day 3 Choice Time</p> <p>p. 41 Focus Question 3 Day 3 Mighty Minutes</p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 44 Focus Question 3 Day 5 Choice Time</p> <p>p. 49 Focus Question 4 Day 1 Choice Time</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 52 Focus Question 4 Day 3 Choice Time</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 57 Focus Question 5 Day 1 Choice Time</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Choice Time</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Mighty Minutes</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 83 Ministudy Day 2 Mighty Minutes</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 87 Ministudy Day 4 Mighty Minutes</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Investigating
INDICATOR	S.60.2.	<p>Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Choice Time</p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 19 Focus Question 1 Day 2 Small Group</p> <p>p. 21 Focus Question 1 Day 3 Small Group</p> <p>p. 22 Focus Question 1 Day 4 Choice Time</p>

		<p>p. 23 Focus Question 1 Day 4 Small Group</p> <p>p. 25 Focus Question 1 Day 5 Small Group</p> <p>p. 29 Focus Question 2 Day 1 Choice Time</p> <p>p. 29 Focus Question 2 Day 1 Small Group</p> <p>p. 31 Focus Question 2 Day 2 Small Group</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 33 Focus Question 2 Day 3 Small Group</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 36 Focus Question 3 Day 1 Large Group</p> <p>p. 37 Focus Question 3 Day 1 Small Group</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 40 Focus Question 3 Day 3 Choice Time</p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 44 Focus Question 3 Day 5 Choice Time</p> <p>p. 49 Focus Question 4 Day 1 Choice Time</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 52 Focus Question 4 Day 3 Choice Time</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Choice Time</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p>
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.48.7.	<p>Explore how animals depend upon the environment for food, water and shelter.</p> <p><u>Beginning the Year</u></p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 37 Focus Question 3 Day 1 Mighty Minutes</p> <p>p. 39 Focus Question 3 Day 2 Mighty Minutes</p> <p>p. 41 Focus Question 3 Day 3 Mighty Minutes</p>
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other

INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other animals for food. <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 41 Focus Question 3 Day 3 Mighty Minutes
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.48.8.	Investigate how objects' speed and direction can be varied. <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	Make predictions and conduct simple experiments to change direction, speed and distance objects move. <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Choice Time p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Small Group
INDICATOR	S.60.11.	Determine cause and effect of push/pull/collision that make objects, start, stop and change direction. <u>Beginning the Year</u>

		p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	Evaluate the appropriateness of a material for a given purpose based upon its properties. <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom. <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Civic Ideals and Practices
INDICATOR	SS.48.7.	Participate in jobs and responsibilities at home, classroom or community. <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 37 Focus Question 3 Day 1 Small Group
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL	SS.60.	4 to 5 years

EXPECTATION		
INDICATOR		Power, Authority and Governance
INDICATOR	SS.60.3.	Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom. <u>Beginning the Year</u> p. 36 Focus Question 3 Day 1 Large Group
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		People, Places and Environments
INDICATOR	SS.60.4.	Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling. <u>Beginning the Year</u> p. 52 Focus Question 4 Day 3 Choice Time
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Civic Ideals and Practices
INDICATOR	SS.60.6.	Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets). <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 37 Focus Question 3 Day 1 Small Group
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.48.8.	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play. <u>Beginning the Year</u> p. 59 Focus Question 5 Day 2 Large-Group Roundup
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.60.7.	Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers. <u>Beginning the Year</u> p. 59 Focus Question 5 Day 2 Large-Group Roundup

Buildings Study

State: Connecticut Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	<p>Help and cooperate in group.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Small Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group</p>

p. 46 Investigation 2 Day 4 Large Group
 p. 47 Investigation 2 Day 4 Large-Group Roundup
 p. 47 Investigation 2 Day 4 Small Group
 p. 48 Investigation 2 Day 5 Choice Time
 p. 48 Investigation 2 Day 5 Large Group
 p. 49 Investigation 2 Day 5 Large-Group Roundup
 p. 49 Investigation 2 Day 5 Read-Aloud
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 p. 51 Investigation 3 Outdoor Experiences
 p. 52 Investigation 3 Day 1 Choice Time
 p. 52 Investigation 3 Day 1 Large Group
 p. 53 Investigation 3 Day 1 Large-Group Roundup
 p. 53 Investigation 3 Day 1 Read-Aloud
 p. 53 Investigation 3 Day 1 Small Group
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 p. 55 Investigation 3 Day 2 Choice Time
 p. 55 Investigation 3 Day 2 Large-Group Roundup
 p. 55 Investigation 3 Day 2 Small Group
 p. 56 Investigation 3 Day 3 Choice Time
 p. 56 Investigation 3 Day 3 Large Group
 p. 57 Investigation 3 Day 3 Large-Group Roundup
 p. 57 Investigation 3 Day 3 Small Group
 p. 58 Investigation 3 Day 4 Choice Time
 p. 58 Investigation 3 Day 4 Large Group
 p. 59 Investigation 3 Day 4 Large-Group Roundup
 p. 59 Investigation 3 Day 4 Read-Aloud
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 p. 60 Investigation 3 Day 5 Choice Time
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 p. 61 Investigation 3 Day 5 Large-Group Roundup
 p. 61 Investigation 3 Day 5 Small Group
 p. 64 Investigation 4 Day 1 Choice Time
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 p. 71 Investigation 5 Outdoor Experiences
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 p. 75 Investigation 5 Day 2 Read-Aloud
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 p. 76 Investigation 5 Day 3 Choice Time
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 p. 79 Investigation 5 Day 4 Choice Time
 p. 79 Investigation 5 Day 4 Large-Group Roundup
 p. 79 Investigation 5 Day 4 Small Group

		<p>p. 80 Investigation 5 Day 5 Choice Time</p> <p>p. 80 Investigation 5 Day 5 Large Group</p> <p>p. 81 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 93 Celebrating Learning Outdoor Experiences</p> <p>p. 94 Celebrating Learning Day 1 Choice Time</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 95 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	<p>Model or teach peers how to use materials or complete a task.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time</p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 15 Exploring the Topic - Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Large-Group Roundup</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Choice Time</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 20 Exploring the Topic - Day 4 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic - Day 4 Small Group</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 23 Exploring the Topic - Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 37 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 37 Investigation 1 Day 5 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 40 Investigation 2 Day 1 Choice Time</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Large-Group Roundup</p>

p. 43 Investigation 2 Day 2 Small Group
 p. 44 Investigation 2 Day 3 Large Group
 p. 45 Investigation 2 Day 3 Choice Time
 p. 45 Investigation 2 Day 3 Large-Group Roundup
 p. 45 Investigation 2 Day 3 Mighty Minutes
 p. 45 Investigation 2 Day 3 Small Group
 p. 46 Investigation 2 Day 4 Large Group
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 p. 48 Investigation 2 Day 5 Choice Time
 p. 48 Investigation 2 Day 5 Large Group
 p. 49 Investigation 2 Day 5 Large-Group Roundup
 p. 49 Investigation 2 Day 5 Read-Aloud
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 p. 51 Investigation 3 Outdoor Experiences
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 p. 53 Investigation 3 Day 1 Large-Group Roundup
 p. 53 Investigation 3 Day 1 Read-Aloud
 p. 53 Investigation 3 Day 1 Small Group
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 p. 55 Investigation 3 Day 2 Large-Group Roundup
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 p. 56 Investigation 3 Day 3 Choice Time
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 p. 57 Investigation 3 Day 3 Large-Group Roundup
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 p. 58 Investigation 3 Day 4 Choice Time
 p. 58 Investigation 3 Day 4 Large Group
 p. 59 Investigation 3 Day 4 Large-Group Roundup
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 p. 60 Investigation 3 Day 5 Choice Time
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 p. 61 Investigation 3 Day 5 Large-Group Roundup
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 p. 64 Investigation 4 Day 1 Choice Time
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 p. 65 Investigation 4 Day 1 Large-Group Roundup
 p. 65 Investigation 4 Day 1 Mighty Minutes
 p. 65 Investigation 4 Day 1 Read-Aloud
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 p. 66 Investigation 4 Day 2 Large Group
 p. 67 Investigation 4 Day 2 Large-Group Roundup
 p. 67 Investigation 4 Day 2 Read-Aloud
 p. 67 Investigation 4 Day 2 Small Group
 p. 68 Investigation 4 Day 3 Large Group
 p. 69 Investigation 4 Day 3 Choice Time
 p. 69 Investigation 4 Day 3 Large-Group Roundup
 p. 69 Investigation 4 Day 3 Read-Aloud
 p. 69 Investigation 4 Day 3 Small Group
 p. 71 Investigation 5 Outdoor Experiences
 p. 72 Investigation 5 Day 1 Choice Time
 p. 72 Investigation 5 Day 1 Large Group
 p. 73 Investigation 5 Day 1 Large-Group Roundup
 p. 73 Investigation 5 Day 1 Small Group
 p. 74 Investigation 5 Day 2 Choice Time
 p. 74 Investigation 5 Day 2 Large Group
 p. 75 Investigation 5 Day 2 Large-Group Roundup
 p. 75 Investigation 5 Day 2 Read-Aloud
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		<p>p. 77 Investigation 5 Day 3 Large-Group Roundup p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time p. 97 Celebrating Learning Day 2 Large Group Roundup p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cause and Effect
INDICATOR	C.48.6.	<p>Manipulate materials and communicate about the impact of own actions.</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns

INDICATOR	C.48.7.	Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound). <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 37 Investigation 1 Day 5 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Small Group p. 57 Investigation 3 Day 3 Small Group p. 61 Investigation 3 Day 5 Small Group p. 67 Investigation 4 Day 2 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Small Group
INDICATOR	C.48.8.	Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 36 Investigation 1 Day 5 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Small Group p. 49 Investigation 2 Day 5 Small Group p. 61 Investigation 3 Day 5 Small Group p. 63 Investigation 4 Outdoor Experience p. 65 Investigation 4 Day 1 Small Group p. 76 Investigation 5 Day 3 Large Group
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful. <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Symbolic Representation
INDICATOR	C.48.10.	Use or make a prop to represent an object (e.g., build a telephone). <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	C.48.11.	Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter).

		<u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	C.48.12.	Represent people, places or things through simple drawings, movements and three-dimensional construction. <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	Try multiple uses of same materials and observe differing results. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud

		<p>p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	<p>Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).</p> <p><u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time</p>
INDICATOR	C.60.9.	<p>Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).</p> <p><u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time</p>
INDICATOR	C.60.10.	<p>Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...").</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group</p>

		<p>p. 37 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 37 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 47 Investigation 2 Day 4 Read-Aloud</p> <p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 49 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 77 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 77 Investigation 5 Day 3 Small Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Read-Aloud</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Problem Solving
INDICATOR	C.60.11.	Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).

		<u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.12.	Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand). <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	C.60.13.	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality. <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	C.60.14.	Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure). <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.48.15.	With adult assistance, stop and consider alternatives when encountering a problem. <u>Buildings Study</u>

		p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a problem. <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Managing Separation
INDICATOR	SE.60.2.	Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult. <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time

		p. 48 Investigation 2 Day 5 Large Group
STATE FRAMEWORK	SE.B.	Strand C: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	Describe emotions and feelings to trusted adults and peers. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup

STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	Describe self by referring to preferences, thoughts and feelings. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Mobility
INDICATOR	PH.48.1.	Walk up and down stairs alternating feet while carrying an object. <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.48.2.	Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives. <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.

GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	<p>Alternate direction while running and stop easily without losing balance.</p> <p><u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.60.2.	<p>Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle).</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	<p>Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.

GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	<p>Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft.</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 76 Investigation 5 Day 3 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	<p>Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group</p>

		<p>p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	<p>Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar).</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group</p>
INDICATOR	PH.60.5.	<p>Use a mature pencil grasp with 3 fingers on writing implement.</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group</p>
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	<p>Pour liquid from a small pitcher.</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes</p>

		p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.60.6.	Use butter knife to spread and cut. Open most containers to remove food. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts.

		<p>Buildings Study</p> <p>p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.").
		<p>Buildings Study</p> <p>p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.
		<p>Buildings Study</p> <p>p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup</p>

		<p>p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences</p>
INDICATOR	L.60.2.	<p>Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.</p> <p><u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	<p>Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”).</p> <p><u>Buildings Study</u> p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	<p>Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.</p> <p><u>Buildings Study</u> p. 41 Investigation 2 Day 1 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup</p>
INDICATOR	L.48.5.	<p>Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog).</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud</p>

		<p>p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	<p>Communicate about current or removed events and/or objects.</p> <p><u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences</p>

		<p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 37 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 37 Investigation 1 Day 5 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 40 Investigation 2 Day 1 Choice Time</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 45 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Choice Time</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p>
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		<p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Read-Aloud</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 73 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 77 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 77 Investigation 5 Day 3 Small Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 80 Investigation 5 Day 5 Choice Time</p> <p>p. 80 Investigation 5 Day 5 Large Group</p> <p>p. 81 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 93 Celebrating Learning Outdoor Experiences</p> <p>p. 94 Celebrating Learning Day 1 Choice Time</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 95 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	<p>Use basic grammar rules including irregular past tense and questions.</p> <p><u>Buildings Study</u></p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	L.48.9.	<p>Use speech that is mostly intelligible to familiar and unfamiliar adults.</p> <p><u>Buildings Study</u></p> <p>p. 41 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p>

STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	<p>Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	<p>Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”).</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).

GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. <u>Buildings Study</u> p. 41 Investigation 2 Day 1 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns. <u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Small Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Large-Group Roundup

		<p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 45 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Choice Time</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Read-Aloud</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 73 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 77 Investigation 5 Day 3 Large-Group Roundup</p>
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		<p>p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time p. 97 Celebrating Learning Day 2 Large Group Roundup p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	<p>Answer simple who, what, where and why questions.</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group</p>

		<p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Choice Time</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	<p>Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.</p> <p><u>Buildings Study</u></p> <p>p. 13 Exploring the Topic - Outdoor Experiences</p> <p>p. 14 Exploring the Topic - Day 1 Choice Time</p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 15 Exploring the Topic - Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Large-Group Roundup</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Choice Time</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 20 Exploring the Topic - Day 4 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic - Day 4 Small Group</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 23 Exploring the Topic - Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Small Group</p>

		<p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 37 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 37 Investigation 1 Day 5 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 40 Investigation 2 Day 1 Choice Time</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 45 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Choice Time</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Read-Aloud</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p>
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STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	<p>Use language to share ideas and gain information.</p> <p><u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	<p>Select fiction and nonfiction books to be read and attend with interest.</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup</p>

		<p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 31 Investigation 1 Day 2 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 34 Investigation 1 Day 4 Choice Time</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Read-Aloud</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Read-Aloud</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 47 Investigation 2 Day 4 Read-Aloud</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 55 Investigation 3 Day 2 Read-Aloud</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Read-Aloud</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 61 Investigation 3 Day 5 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 67 Investigation 4 Day 2 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 73 Investigation 5 Day 1 Read-Aloud</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 75 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p> <p>p. 77 Investigation 5 Day 3 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Read-Aloud</p> <p>p. 80 Investigation 5 Day 5 Large Group</p> <p>p. 81 Investigation 5 Day 5 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	<p>Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.</p> <p>Buildings Study</p> <p>p. 15 Exploring the Topic - Day 1 Large-Group Roundup</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Mighty Minutes</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Mighty Minutes</p> <p>p. 21 Exploring the Topic - Day 4 Read-Aloud</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 23 Exploring the Topic - Day 5 Choice Time</p> <p>p. 23 Exploring the Topic - Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p>

p. 29 Investigation 1 Day 1 Choice Time
 p. 29 Investigation 1 Day 1 Large-Group Roundup
 p. 29 Investigation 1 Day 1 Read-Aloud
 p. 29 Investigation 1 Day 1 Small Group
 p. 31 Investigation 1 Day 2 Read-Aloud
 p. 32 Investigation 1 Day 3 Choice Time
 p. 32 Investigation 1 Day 3 Large Group
 p. 33 Investigation 1 Day 3 Mighty Minutes
 p. 33 Investigation 1 Day 3 Read-Aloud
 p. 33 Investigation 1 Day 3 Small Group
 p. 34 Investigation 1 Day 4 Choice Time
 p. 34 Investigation 1 Day 4 Large Group
 p. 35 Investigation 1 Day 4 Large-Group Roundup
 p. 35 Investigation 1 Day 4 Mighty Minutes
 p. 35 Investigation 1 Day 4 Read-Aloud
 p. 36 Investigation 1 Day 5 Choice Time
 p. 36 Investigation 1 Day 5 Large Group
 p. 37 Investigation 1 Day 5 Mighty Minutes
 p. 37 Investigation 1 Day 5 Read-Aloud
 p. 41 Investigation 2 Day 1 Mighty Minutes
 p. 41 Investigation 2 Day 1 Read-Aloud
 p. 42 Investigation 2 Day 2 Large Group
 p. 43 Investigation 2 Day 2 Choice Time
 p. 43 Investigation 2 Day 2 Large-Group Roundup
 p. 43 Investigation 2 Day 2 Mighty Minutes
 p. 43 Investigation 2 Day 2 Read-Aloud
 p. 45 Investigation 2 Day 3 Choice Time
 p. 45 Investigation 2 Day 3 Large-Group Roundup
 p. 45 Investigation 2 Day 3 Read-Aloud
 p. 47 Investigation 2 Day 4 Mighty Minutes
 p. 47 Investigation 2 Day 4 Read-Aloud
 p. 48 Investigation 2 Day 5 Large Group
 p. 49 Investigation 2 Day 5 Mighty Minutes
 p. 49 Investigation 2 Day 5 Read-Aloud
 p. 49 Investigation 2 Day 5 Small Group
 p. 52 Investigation 3 Day 1 Large Group
 p. 53 Investigation 3 Day 1 Mighty Minutes
 p. 53 Investigation 3 Day 1 Read-Aloud
 p. 55 Investigation 3 Day 2 Read-Aloud
 p. 56 Investigation 3 Day 3 Large Group
 p. 57 Investigation 3 Day 3 Read-Aloud
 p. 59 Investigation 3 Day 4 Read-Aloud
 p. 60 Investigation 3 Day 5 Large Group
 p. 61 Investigation 3 Day 5 Read-Aloud
 p. 61 Investigation 3 Day 5 Small Group
 p. 65 Investigation 4 Day 1 Mighty Minutes
 p. 65 Investigation 4 Day 1 Read-Aloud
 p. 65 Investigation 4 Day 1 Small Group
 p. 68 Investigation 4 Day 3 Large Group
 p. 69 Investigation 4 Day 3 Read-Aloud
 p. 69 Investigation 4 Day 3 Small Group
 p. 71 Investigation 5 Outdoor Experiences
 p. 73 Investigation 5 Day 1 Mighty Minutes
 p. 73 Investigation 5 Day 1 Read-Aloud
 p. 73 Investigation 5 Day 1 Small Group
 p. 74 Investigation 5 Day 2 Large Group
 p. 75 Investigation 5 Day 2 Read-Aloud
 p. 77 Investigation 5 Day 3 Mighty Minutes
 p. 77 Investigation 5 Day 3 Read-Aloud
 p. 78 Investigation 5 Day 4 Large Group
 p. 79 Investigation 5 Day 4 Choice Time
 p. 79 Investigation 5 Day 4 Large-Group Roundup
 p. 79 Investigation 5 Day 4 Mighty Minutes
 p. 79 Investigation 5 Day 4 Read-Aloud
 p. 80 Investigation 5 Day 5 Choice Time

		<p>p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	L.48.14.	<p>Ask and answer simple who, what, where and why questions related to story or text.</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Choice Time p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group</p>

		<p>p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	L.48.15.	<p>Make predictions and/or ask questions about the text by examining the title, cover, pictures.</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.60.11.	<p>Independently choose to “read” books and select a variety of texts including fiction and nonfiction.</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 57 Investigation 3 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years

INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	<p>With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.60.13.	<p>Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).</p> <p><u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup</p>

		<p>p. 45 Investigation 2 Day 3 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Small Group p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.60.14.	<p>Use connections between self and character, experience and emotions to increase comprehension.</p> <p><u>Buildings Study</u> p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	<p>Look at pages of a book from left to right (or according to conventions of home language).</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.48.17.	<p>Recognize that print represents spoken words (e.g., first name in print, environmental labels).</p> <p><u>Buildings Study</u> p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.

		<u>Buildings Study</u> p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language). <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	L.60.16.	Know that books have titles, authors, illustrators or photographers. <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.60.17.	Recognize words as a unit of print and that letters are grouped to form words. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Small Group p. 60 Investigation 3 Day 5 Large Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.18.	Identify some familiar printed words out of context.

		<p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.60.19.	<p>Begin to use awareness of letter sounds along with pictures to read words in text.</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group</p>

		<p>p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Small Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Read-Aloud p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	<p>Recognize and name known letters of the alphabet in familiar and unfamiliar words.</p> <p><u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group</p>

		<p>p. 57 Investigation 3 Day 3 Read-Aloud p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Mighty Minutes p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.60.21.	<p>Make some letter-sound connections.</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	<p>Recognize rhyming words in songs, chants or poems.</p> <p><u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 67 Investigation 4 Day 2 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 80 Investigation 5 Day 5 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group</p>
INDICATOR	L.48.21.	<p>Identify when initial sounds in words are the same.</p> <p><u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 19 Exploring the Topic - Day 3 Mighty Minutes</p>

		<p>p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 2 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 94 Celebrating Learning Day 1 Large Group</p>
INDICATOR	L.48.22.	<p>Distinguish individual words in a sentence.</p> <p><u>Buildings Study</u> p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 60 Investigation 3 Day 5 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	<p>Produce rhyming words or words that have same initial sound.</p> <p><u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 67 Investigation 4 Day 2 Mighty Minutes p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 2 Mighty Minutes</p>

		<p>p. 77 Investigation 5 Day 3 Small Group p. 80 Investigation 5 Day 5 Large Group p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group</p>
INDICATOR	L.60.23.	<p>Recognize which words in a set of words begin with the same sound.</p> <p><u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 2 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 94 Celebrating Learning Day 1 Large Group</p>
INDICATOR	L.60.24.	<p>Distinguish syllables in words.</p> <p><u>Buildings Study</u> p. 29 Investigation 1 Day 1 Mighty Minutes p. 47 Investigation 2 Day 4 Mighty Minutes p. 49 Investigation 2 Day 5 Mighty Minutes p. 53 Investigation 3 Day 1 Mighty Minutes p. 68 Investigation 4 Day 3 Large Group p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 2 Mighty Minutes</p>
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	<p>Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
INDICATOR	L.48.24.	<p>Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group</p>

		<p>p. 21 Exploring the Topic - Day 4 Small Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	<p>Draw original stories with a beginning, middle and end.</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
INDICATOR	L.60.26.	<p>Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.</p> <p><u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.

		<u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
INDICATOR	CA.48.2.	Imitate or spontaneously sing an entire verse of song. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group
INDICATOR	CA.48.3.	Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance). <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences

		<p>p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.48.4.	<p>Spontaneously sing songs and/or participate in songs with gestures.</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 2 Large Group</p>

		<p>p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	<p>Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge.</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group</p>

		<p>p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Read-Aloud p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	<p>Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Mighty Minutes</p>

		<p>p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	<p>Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet).</p> <p><u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	<p>Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group</p>

		<p>p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.60.2.	<p>Invent own music through humming, singing, creating rhythms, etc.).</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes</p>

		<p>p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.60.3.	<p>Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.60.4.	<p>Create music using their voices and/or a variety of instruments and materials.</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group</p>

		<p>p. 21 Exploring the Topic - Day 4 Mighty Minutes</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 80 Investigation 5 Day 5 Large Group</p> <p>p. 81 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 93 Celebrating Learning Outdoor Experiences</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	<p>Use a variety of tools and materials to represent ideas through the visual arts.</p> <p><u>Buildings Study</u></p> <p>p. 23 Exploring the Topic - Day 5 Choice Time</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 76 Investigation 5 Day 3 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama

INDICATOR	CA.60.6.	<p>Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.60.7.	<p>Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes</p>

		<p>p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	<p>Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground).</p> <p><u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	<p>Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details).</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group</p>

p. 18 Exploring the Topic - Day 3 Large Group
 p. 19 Exploring the Topic - Day 3 Small Group
 p. 20 Exploring the Topic - Day 4 Large Group
 p. 21 Exploring the Topic - Day 4 Choice Time
 p. 21 Exploring the Topic - Day 4 Large-Group Roundup
 p. 23 Exploring the Topic - Day 5 Choice Time
 p. 23 Exploring the Topic - Day 5 Large-Group Roundup
 p. 23 Exploring the Topic - Day 5 Small Group
 p. 28 Investigation 1 Day 1 Large Group
 p. 29 Investigation 1 Day 1 Small Group
 p. 30 Investigation 1 Day 2 Choice Time
 p. 30 Investigation 1 Day 2 Large Group
 p. 31 Investigation 1 Day 2 Small Group
 p. 32 Investigation 1 Day 3 Large Group
 p. 33 Investigation 1 Day 3 Small Group
 p. 34 Investigation 1 Day 4 Choice Time
 p. 34 Investigation 1 Day 4 Large Group
 p. 35 Investigation 1 Day 4 Large-Group Roundup
 p. 35 Investigation 1 Day 4 Read-Aloud
 p. 35 Investigation 1 Day 4 Small Group
 p. 36 Investigation 1 Day 5 Choice Time
 p. 36 Investigation 1 Day 5 Large Group
 p. 37 Investigation 1 Day 5 Large-Group Roundup
 p. 37 Investigation 1 Day 5 Small Group
 p. 40 Investigation 2 Day 1 Large Group
 p. 41 Investigation 2 Day 1 Read-Aloud
 p. 41 Investigation 2 Day 1 Small Group
 p. 43 Investigation 2 Day 2 Mighty Minutes
 p. 43 Investigation 2 Day 2 Read-Aloud
 p. 43 Investigation 2 Day 2 Small Group
 p. 44 Investigation 2 Day 3 Large Group
 p. 45 Investigation 2 Day 3 Large-Group Roundup
 p. 45 Investigation 2 Day 3 Read-Aloud
 p. 46 Investigation 2 Day 4 Choice Time
 p. 46 Investigation 2 Day 4 Large Group
 p. 47 Investigation 2 Day 4 Large-Group Roundup
 p. 47 Investigation 2 Day 4 Small Group
 p. 48 Investigation 2 Day 5 Large Group
 p. 49 Investigation 2 Day 5 Mighty Minutes
 p. 49 Investigation 2 Day 5 Small Group
 p. 51 Investigation 3 Outdoor Experiences
 p. 52 Investigation 3 Day 1 Large Group
 p. 53 Investigation 3 Day 1 Large-Group Roundup
 p. 54 Investigation 3 Day 2 Large Group
 p. 55 Investigation 3 Day 2 Read-Aloud
 p. 56 Investigation 3 Day 3 Large Group
 p. 57 Investigation 3 Day 3 Read-Aloud
 p. 59 Investigation 3 Day 4 Large-Group Roundup
 p. 59 Investigation 3 Day 4 Small Group
 p. 61 Investigation 3 Day 5 Read-Aloud
 p. 61 Investigation 3 Day 5 Small Group
 p. 64 Investigation 4 Day 1 Choice Time
 p. 64 Investigation 4 Day 1 Large Group
 p. 66 Investigation 4 Day 2 Choice Time
 p. 66 Investigation 4 Day 2 Large Group
 p. 67 Investigation 4 Day 2 Small Group
 p. 68 Investigation 4 Day 3 Large Group
 p. 69 Investigation 4 Day 3 Small Group
 p. 72 Investigation 5 Day 1 Choice Time
 p. 72 Investigation 5 Day 1 Large Group
 p. 73 Investigation 5 Day 1 Large-Group Roundup
 p. 73 Investigation 5 Day 1 Mighty Minutes
 p. 73 Investigation 5 Day 1 Read-Aloud
 p. 74 Investigation 5 Day 2 Large Group
 p. 75 Investigation 5 Day 2 Small Group

		<p>p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	CA.48.9.	<p>Demonstrate increased appreciation of the work of others and identify preferences.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences</p>

		<p>p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Read-Aloud p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	<p>Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time</p>

p. 30 Investigation 1 Day 2 Large Group
 p. 31 Investigation 1 Day 2 Small Group
 p. 32 Investigation 1 Day 3 Large Group
 p. 33 Investigation 1 Day 3 Small Group
 p. 34 Investigation 1 Day 4 Choice Time
 p. 34 Investigation 1 Day 4 Large Group
 p. 35 Investigation 1 Day 4 Large-Group Roundup
 p. 35 Investigation 1 Day 4 Read-Aloud
 p. 35 Investigation 1 Day 4 Small Group
 p. 36 Investigation 1 Day 5 Choice Time
 p. 36 Investigation 1 Day 5 Large Group
 p. 37 Investigation 1 Day 5 Large-Group Roundup
 p. 37 Investigation 1 Day 5 Small Group
 p. 40 Investigation 2 Day 1 Large Group
 p. 41 Investigation 2 Day 1 Read-Aloud
 p. 41 Investigation 2 Day 1 Small Group
 p. 43 Investigation 2 Day 2 Mighty Minutes
 p. 43 Investigation 2 Day 2 Read-Aloud
 p. 43 Investigation 2 Day 2 Small Group
 p. 44 Investigation 2 Day 3 Large Group
 p. 45 Investigation 2 Day 3 Large-Group Roundup
 p. 45 Investigation 2 Day 3 Read-Aloud
 p. 46 Investigation 2 Day 4 Choice Time
 p. 46 Investigation 2 Day 4 Large Group
 p. 47 Investigation 2 Day 4 Large-Group Roundup
 p. 47 Investigation 2 Day 4 Small Group
 p. 48 Investigation 2 Day 5 Large Group
 p. 49 Investigation 2 Day 5 Mighty Minutes
 p. 49 Investigation 2 Day 5 Small Group
 p. 51 Investigation 3 Outdoor Experiences
 p. 52 Investigation 3 Day 1 Large Group
 p. 53 Investigation 3 Day 1 Large-Group Roundup
 p. 54 Investigation 3 Day 2 Large Group
 p. 55 Investigation 3 Day 2 Read-Aloud
 p. 56 Investigation 3 Day 3 Large Group
 p. 57 Investigation 3 Day 3 Read-Aloud
 p. 59 Investigation 3 Day 4 Large-Group Roundup
 p. 59 Investigation 3 Day 4 Small Group
 p. 61 Investigation 3 Day 5 Read-Aloud
 p. 61 Investigation 3 Day 5 Small Group
 p. 64 Investigation 4 Day 1 Choice Time
 p. 64 Investigation 4 Day 1 Large Group
 p. 66 Investigation 4 Day 2 Choice Time
 p. 66 Investigation 4 Day 2 Large Group
 p. 67 Investigation 4 Day 2 Small Group
 p. 68 Investigation 4 Day 3 Large Group
 p. 69 Investigation 4 Day 3 Small Group
 p. 72 Investigation 5 Day 1 Choice Time
 p. 72 Investigation 5 Day 1 Large Group
 p. 73 Investigation 5 Day 1 Large-Group Roundup
 p. 73 Investigation 5 Day 1 Mighty Minutes
 p. 73 Investigation 5 Day 1 Read-Aloud
 p. 74 Investigation 5 Day 2 Large Group
 p. 75 Investigation 5 Day 2 Small Group
 p. 76 Investigation 5 Day 3 Large Group
 p. 77 Investigation 5 Day 3 Read-Aloud
 p. 77 Investigation 5 Day 3 Small Group
 p. 78 Investigation 5 Day 4 Large Group
 p. 79 Investigation 5 Day 4 Read-Aloud
 p. 79 Investigation 5 Day 4 Small Group
 p. 81 Investigation 5 Day 5 Small Group
 p. 93 Celebrating Learning Outdoor Experiences
 p. 94 Celebrating Learning Day 1 Choice Time
 p. 95 Celebrating Learning Day 1 Read-Aloud
 p. 95 Celebrating Learning Day 1 Small Group

		p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	M.48.3.	Count out a set of objects up to four. <u>Buildings Study</u>

		<p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 23 Exploring the Topic - Day 5 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 95 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	<p>Recognize written numerals up to at least five.</p> <p><u>Buildings Study</u></p> <p>p. 23 Exploring the Topic - Day 5 Read-Aloud</p> <p>p. 73 Investigation 5 Day 1 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	<p>Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 23 Exploring the Topic - Day 5 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 95 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names

INDICATOR	M.60.1.	Say or sign the number sequence up to at least 20. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 73 Investigation 5 Day 1 Small Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Cardinality
INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	M.60.3.	Count out a set of objects up to five. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to

		understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	Recognize written numerals up to at least 10. <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items. <u>Buildings Study</u> p. 73 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes

STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects). <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).

		<u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
INDICATOR	M.60.10.	Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools. <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Data
INDICATOR	M.60.11.	Represent data using a concrete object or picture graph according to one attribute. <u>Buildings Study</u> p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time

STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Choice Time
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent an object in the environment. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 57 Investigation 3 Day 3 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL	M.60.	4 to 5 years

EXPECTATION		
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Choice Time
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Questioning and Defining Problems
INDICATOR	S.48.1.	Ask more detailed questions including the relationship between two things or cause and effect relationships. <u>Buildings Study</u> p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials. <u>Buildings Study</u>

		<p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	<p>Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”).</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 95 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.

GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Investigating
INDICATOR	S.60.2.	<p>Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Mighty Minutes p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.

GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Using Evidence
INDICATOR	S.60.5.	Begin to distinguish evidence from opinion. <u>Buildings Study</u> p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Choice Time
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.48.7.	Explore how animals depend upon the environment for food, water and shelter. <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other animals for food. <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.48.8.	Investigate how objects' speed and direction can be varied. <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to

		understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	<p>Make predictions and conduct simple experiments to change direction, speed and distance objects move.</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	S.60.11.	<p>Determine cause and effect of push/pull/collision that make objects, start, stop and change direction.</p> <p><u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group</p>
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	<p>Evaluate the appropriateness of a material for a given purpose based upon its properties.</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group</p>
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	<p>Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom.</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group</p>

		p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.48.8.	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play. <u>Buildings Study</u> p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Large Group p. 76 Investigation 5 Day 3 Large Group
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.60.7.	Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers. <u>Buildings Study</u> p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Large Group p. 76 Investigation 5 Day 3 Large Group

Clothes Study

State: Connecticut Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	<p>Help and cooperate in group.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup</p>

p. 041 Investigation 2 Day 1 Read-Aloud
 p. 041 Investigation 2 Day 1 Small Group
 p. 042 Investigation 2 Day 2 Large Group
 p. 043 Investigation 2 Day 2 Choice Time
 p. 043 Investigation 2 Day 2 Large-Group Roundup
 p. 043 Investigation 2 Day 2 Mighty Minutes
 p. 043 Investigation 2 Day 2 Small Group
 p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Choice Time
 p. 045 Investigation 2 Day 3 Large-Group Roundup
 p. 045 Investigation 2 Day 3 Small Group
 p. 045 Investigation 2 day 3 Read-Aloud
 p. 046 Investigation 2 Day 4 Choice Time
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Large-Group Roundup
 p. 047 Investigation 2 Day 4 Small Group
 p. 049 Investigation 3 Outdoor Experiences
 p. 050 Investigation 3 Day 1 Choice Time
 p. 050 Investigation 3 Day 1 Large Group
 p. 051 Investigation 3 Day 1 Small Group
 p. 051 Investigation 3 Day 1 Large-Group Roundup
 p. 051 Investigation 3 Day 1 Read-Aloud
 p. 052 Investigation 3 Day 2 Choice Time
 p. 052 Investigation 3 Day 2 Large Group
 p. 053 Investigation 3 Day 2 Large-Group Roundup
 p. 053 Investigation 3 Day 2 Small Group
 p. 054 Investigation 3 Day 3 Choice Time
 p. 054 Investigation 3 Day 3 Large Group
 p. 055 Investigation 3 Day 3 Large-Group Roundup
 p. 055 Investigation 3 Day 3 Read-Aloud
 p. 055 Investigation 3 Day 3 Small Group
 p. 056 Investigation 3 Day 4 Choice Time
 p. 056 Investigation 3 Day 4 Large Group
 p. 057 Investigation 3 Day 4 Large-Group Roundup
 p. 057 Investigation 3 Day 4 Small Group
 p. 058 Investigation 3 Day 5 Choice Time
 p. 058 Investigation 3 Day 5 Large Group
 p. 059 Investigation 3 Day 5 Read-Aloud
 p. 059 Investigation 3 Day 5 Small Group
 p. 059 Investigation 3 Day Large-Group Roundup
 p. 062 Investigation 4 Day 1 Large Group
 p. 063 Investigation 4 Day 1 Choice Time
 p. 063 Investigation 4 Day 1 Large-Group Roundup
 p. 063 Investigation 4 Day 1 Small Group
 p. 064 Investigation 4 Day 2 Large Group
 p. 065 Investigation 4 Day 2 Choice Time
 p. 065 Investigation 4 Day 2 Large-Group Roundup
 p. 065 Investigation 4 Day 2 Small Group
 p. 066 Investigation 4 Day 3 Choice Time
 p. 066 Investigation 4 Day 3 Large Group
 p. 067 Investigation 4 Day 3 Large-Group Roundup
 p. 067 Investigation 4 Day 3 Small Group
 p. 070 Investigation 5 Day 1 Choice Time
 p. 070 Investigation 5 Day 1 Large Group
 p. 071 Investigation 5 Day 1 Large-Group Roundup
 p. 071 Investigation 5 Day 1 Small Group
 p. 072 Investigation 5 Day 2 Choice Time
 p. 072 Investigation 5 Day 2 Large Group
 p. 073 Investigation 5 Day 2 Large-Group Roundup
 p. 073 Investigation 5 Day 2 Read-Aloud
 p. 073 Investigation 5 Day 2 Small Group
 p. 074 Investigation 5 Day 3 Choice Time
 p. 074 Investigation 5 Day 3 Large Group
 p. 075 Investigation 5 Day 3 Large-Group Roundup
 p. 075 Investigation 5 Day 3 Small Group

		<p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 080 Investigation 6 Day 2 Choice Time</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	<p>Model or teach peers how to use materials or complete a task.</p> <p>Clothes Study</p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Large-Group Roundup</p>

p. 019 Exploring the Topic Day 3 Choice Time
 p. 019 Exploring the Topic Day 3 Read-Aloud
 p. 019 Exploring the Topic Day 3 Small Group
 p. 020 Exploring the Topic Day 4 Large Group
 p. 021 Exploring the Topic Day 4 Large-Group Roundup
 p. 021 Exploring the Topic Day 4 Small Group
 p. 021 Exploring the topic Day 4 Choice Time
 p. 022 Exploring the Topic Day 5 Large Group
 p. 023 Exploring the Topic Day 5 Large-Group Roundup
 p. 023 Exploring the Topic Day 5 Choice Time
 p. 023 Exploring the Topic Day 5 Read-Aloud
 p. 023 Exploring the Topic Day 5 Small Group
 p. 028 Investigation 1 Day 1 Choice Time
 p. 028 Investigation 1 Day 1 Large Group
 p. 029 Investigation 1 Day 1 Large-Group Roundup
 p. 029 Investigation 1 Day 1 Small Group
 p. 030 Investigation 1 Day 2 Large Group
 p. 031 Investigation 1 Day 2 Choice Time
 p. 031 Investigation 1 Day 2 Large-Group Roundup
 p. 031 Investigation 1 Day 2 Mighty Minutes
 p. 031 Investigation 1 Day 2 Small Group
 p. 032 Investigation 1 Day 3 Large Group
 p. 033 Investigation 1 Day 3 Choice Time
 p. 033 Investigation 1 Day 3 Large-Group Roundup
 p. 033 Investigation 1 Day 3 Small Group
 p. 034 Investigation 1 Day 4 Large Group
 p. 035 Investigation 1 Day 4 Choice Time
 p. 035 Investigation 1 Day 4 Large-Group Roundup
 p. 035 Investigation 1 Day 4 Small Group
 p. 036 Investigation 1 Day 5 Large Group
 p. 037 Investigation 1 Day 5 Choice Time
 p. 037 Investigation 1 Day 5 Large-Group Roundup
 p. 037 Investigation 1 Day 5 Read-Aloud
 p. 037 Investigation 1 Day 5 Small Group
 p. 040 Investigation 2 Day 1 Large Group
 p. 041 Investigation 2 Day 1 Choice Time
 p. 041 Investigation 2 Day 1 Large-Group Roundup
 p. 041 Investigation 2 Day 1 Read-Aloud
 p. 041 Investigation 2 Day 1 Small Group
 p. 042 Investigation 2 Day 2 Large Group
 p. 043 Investigation 2 Day 2 Choice Time
 p. 043 Investigation 2 Day 2 Large-Group Roundup
 p. 043 Investigation 2 Day 2 Mighty Minutes
 p. 043 Investigation 2 Day 2 Small Group
 p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Choice Time
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 p. 046 Investigation 2 Day 4 Choice Time
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 p. 049 Investigation 3 Outdoor Experiences
 p. 050 Investigation 3 Day 1 Choice Time
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 p. 051 Investigation 3 Day 1 Small Group
 p. 051 Investigation 3 Day 1 Large-Group Roundup
 p. 051 Investigation 3 Day 1 Read-Aloud
 p. 052 Investigation 3 Day 2 Choice Time
 p. 052 Investigation 3 Day 2 Large Group
 p. 053 Investigation 3 Day 2 Large-Group Roundup
 p. 053 Investigation 3 Day 2 Small Group
 p. 054 Investigation 3 Day 3 Choice Time
 p. 054 Investigation 3 Day 3 Large Group

		<p>p. 055 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 3 Read-Aloud</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 056 Investigation 3 Day 4 Choice Time</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 057 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Choice Time</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 059 Investigation 3 Day 5 Read-Aloud</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 059 Investigation 3 Day Large-Group Roundup</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 063 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Choice Time</p> <p>p. 065 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 067 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 5 Day 1 Choice Time</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 071 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Choice Time</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 073 Investigation 5 Day 2 Read-Aloud</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 074 Investigation 5 Day 3 Choice Time</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 080 Investigation 6 Day 2 Choice Time</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p>
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STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	<p>Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound).</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 2 Large Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 062 Investigation 4 Day 1 Large Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 083 Investigation 6 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	C.48.8.	<p>Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 055 Investigation 3 Day 3 Small Group p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Small Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 093 Investigation 7 Day 2 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.

GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful. <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Symbolic Representation
INDICATOR	C.48.12.	Represent people, places or things through simple drawings, movements and three-dimensional construction. <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less). <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	C.60.9.	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...). <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group

INDICATOR	C.60.10.	<p>Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”).</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 047 Investigation 2 Day 4 Large-Group Roundup p. 050 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Large-Group Roundup p. 054 Investigation 3 Day 3 Choice Time p. 055 Investigation 3 Day 3 Large-Group Roundup p. 056 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large-Group Roundup p. 065 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 1 Small Group</p>
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		<p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 083 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Read-Aloud</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Read-Aloud</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Problem Solving
INDICATOR	C.60.11.	<p>Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).</p> <p><u>Clothes Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 087 Investigation 6 Day 5 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.13.	<p>Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.</p> <p><u>Clothes Study</u></p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	C.60.14.	<p>Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure).</p> <p><u>Clothes Study</u></p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 050 Investigation 3 Day 1 Choice Time</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 051 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 5 Choice Time</p> <p>p. 059 Investigation 3 Day Large-Group Roundup</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 067 Investigation 4 Day 3 Small Group</p>

		p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.48.15.	With adult assistance, stop and consider alternatives when encountering a problem. <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Working Memory
INDICATOR	C.48.16.	Engage in games that involve remembering (e.g., memory). <u>Clothes Study</u> p. 031 Investigation 1 Day 2 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 079 Investigation 6 Day 1 Small Group p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a problem. <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group

STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Working Memory
INDICATOR	C.60.18.	Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.") <u>Clothes Study</u> p. 031 Investigation 1 Day 2 Small Group
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand C: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
STATE FRAMEWORK	SE.B.	Strand C: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud

		<p>p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud</p>
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	<p>Describe emotions and feelings to trusted adults and peers.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud</p>
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	<p>Describe self by referring to preferences, thoughts and feelings.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud</p>

		p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
STATE FRAMEWORK	SE.E.	Strand H: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Adult Relationships
INDICATOR	SE.60.15.	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. <u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Mobility
INDICATOR	PH.48.1.	Walk up and down stairs alternating feet while carrying an object. <u>Clothes Study</u> p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.48.2.	Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives. <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes
INDICATOR	PH.48.3.	Hop on one foot. <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	Alternate direction while running and stop easily without losing

		balance. <u>Clothes Study</u> p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.60.2.	Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle). <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.). <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 085 Investigation 6 Day 4 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft. <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group

		<p>p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 095 Investigation 7 Day 3 Small Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	<p>Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).</p> <p><u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 085 Investigation 6 Day 4 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	<p>Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar).</p> <p><u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 085 Investigation 6 Day 4 Choice Time p. 091 Investigation 7 Day 1 Choice Time</p>

		p. 095 Investigation 7 Day 3 Small Group
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement. <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 085 Investigation 6 Day 4 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	Pour liquid from a small pitcher. <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.60.6.	Use butter knife to spread and cut. Open most containers to remove food. <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in

		familiar settings and in the community. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts. <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 083 Investigation 6 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). <u>Clothes Study</u> p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 062 Investigation 4 Day 1 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to

		understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	<p>Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.</p> <p><u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 083 Investigation 6 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.60.2.	<p>Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.</p> <p><u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 083 Investigation 6 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to

		understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”). <u>Clothes Study</u> p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 062 Investigation 4 Day 1 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts. <u>Clothes Study</u> p. 019 Exploring the Topic Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog). <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL	L.48.	3 to 4 years

EXPECTATION		
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	<p>Communicate about current or removed events and/or objects.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 019 Exploring the Topic Day 3 Choice Time</p> <p>p. 019 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 021 Exploring the topic Day 4 Choice Time</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Choice Time</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Small Group</p>

p. 045 Investigation 2 day 3 Read-Aloud
 p. 046 Investigation 2 Day 4 Choice Time
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Large-Group Roundup
 p. 047 Investigation 2 Day 4 Small Group
 p. 049 Investigation 3 Outdoor Experiences
 p. 050 Investigation 3 Day 1 Choice Time
 p. 050 Investigation 3 Day 1 Large Group
 p. 051 Investigation 3 Day 1 Small Group
 p. 051 Investigation 3 Day 1 Large-Group Roundup
 p. 051 Investigation 3 Day 1 Read-Aloud
 p. 052 Investigation 3 Day 2 Choice Time
 p. 052 Investigation 3 Day 2 Large Group
 p. 053 Investigation 3 Day 2 Large-Group Roundup
 p. 053 Investigation 3 Day 2 Small Group
 p. 054 Investigation 3 Day 3 Choice Time
 p. 054 Investigation 3 Day 3 Large Group
 p. 055 Investigation 3 Day 3 Large-Group Roundup
 p. 055 Investigation 3 Day 3 Read-Aloud
 p. 055 Investigation 3 Day 3 Small Group
 p. 056 Investigation 3 Day 4 Choice Time
 p. 056 Investigation 3 Day 4 Large Group
 p. 057 Investigation 3 Day 4 Large-Group Roundup
 p. 057 Investigation 3 Day 4 Small Group
 p. 058 Investigation 3 Day 5 Choice Time
 p. 058 Investigation 3 Day 5 Large Group
 p. 059 Investigation 3 Day 5 Read-Aloud
 p. 059 Investigation 3 Day 5 Small Group
 p. 059 Investigation 3 Day Large-Group Roundup
 p. 061 Investigation 4 Outdoor Experiences
 p. 062 Investigation 4 Day 1 Large Group
 p. 063 Investigation 4 Day 1 Choice Time
 p. 063 Investigation 4 Day 1 Large-Group Roundup
 p. 063 Investigation 4 Day 1 Small Group
 p. 064 Investigation 4 Day 2 Large Group
 p. 065 Investigation 4 Day 2 Choice Time
 p. 065 Investigation 4 Day 2 Large-Group Roundup
 p. 065 Investigation 4 Day 2 Small Group
 p. 066 Investigation 4 Day 3 Choice Time
 p. 066 Investigation 4 Day 3 Large Group
 p. 067 Investigation 4 Day 3 Large-Group Roundup
 p. 067 Investigation 4 Day 3 Small Group
 p. 070 Investigation 5 Day 1 Choice Time
 p. 070 Investigation 5 Day 1 Large Group
 p. 071 Investigation 5 Day 1 Large-Group Roundup
 p. 071 Investigation 5 Day 1 Small Group
 p. 072 Investigation 5 Day 2 Choice Time
 p. 072 Investigation 5 Day 2 Large Group
 p. 073 Investigation 5 Day 2 Large-Group Roundup
 p. 073 Investigation 5 Day 2 Read-Aloud
 p. 073 Investigation 5 Day 2 Small Group
 p. 074 Investigation 5 Day 3 Choice Time
 p. 074 Investigation 5 Day 3 Large Group
 p. 075 Investigation 5 Day 3 Large-Group Roundup
 p. 075 Investigation 5 Day 3 Small Group
 p. 077 Investigation 6 Outdoor Experience
 p. 078 Investigation 6 Day 1 Large Group
 p. 079 Investigation 6 Day 1 Choice Time
 p. 079 Investigation 6 Day 1 Large-Group Roundup
 p. 079 Investigation 6 Day 1 Small Group
 p. 080 Investigation 6 Day 2 Choice Time
 p. 080 Investigation 6 Day 2 Large Group
 p. 081 Investigation 6 Day 2 Large-Group Roundup
 p. 081 Investigation 6 Day 2 Small Group
 p. 082 Investigation 6 Day 3 Choice Time

		<p>p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Large-Group Roundup p. 083 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Choice Time p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Small Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	<p>Use basic grammar rules including irregular past tense and questions.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group</p>
INDICATOR	L.48.9.	<p>Use speech that is mostly intelligible to familiar and unfamiliar adults.</p> <p><u>Clothes Study</u> p. 019 Exploring the Topic Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group</p>

STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	<p>Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	<p>Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”).</p> <p><u>Clothes Study</u> p. 047 Investigation 2 Day 4 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	<p>Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.</p> <p><u>Clothes Study</u> p. 019 Exploring the Topic Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group</p>

STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	<p>Maintain a topic of conversation over the course of several turns.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 019 Exploring the Topic Day 3 Choice Time</p> <p>p. 019 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 021 Exploring the topic Day 4 Choice Time</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Choice Time</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p>

p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Choice Time
 p. 045 Investigation 2 Day 3 Large-Group Roundup
 p. 045 Investigation 2 Day 3 Small Group
 p. 045 Investigation 2 day 3 Read-Aloud
 p. 046 Investigation 2 Day 4 Choice Time
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Large-Group Roundup
 p. 047 Investigation 2 Day 4 Small Group
 p. 049 Investigation 3 Outdoor Experiences
 p. 050 Investigation 3 Day 1 Choice Time
 p. 050 Investigation 3 Day 1 Large Group
 p. 051 Investigation 3 Day 1 Small Group
 p. 051 Investigation 3 Day 1 Large-Group Roundup
 p. 051 Investigation 3 Day 1 Read-Aloud
 p. 052 Investigation 3 Day 2 Choice Time
 p. 052 Investigation 3 Day 2 Large Group
 p. 053 Investigation 3 Day 2 Large-Group Roundup
 p. 053 Investigation 3 Day 2 Small Group
 p. 054 Investigation 3 Day 3 Choice Time
 p. 054 Investigation 3 Day 3 Large Group
 p. 055 Investigation 3 Day 3 Large-Group Roundup
 p. 055 Investigation 3 Day 3 Read-Aloud
 p. 055 Investigation 3 Day 3 Small Group
 p. 056 Investigation 3 Day 4 Choice Time
 p. 056 Investigation 3 Day 4 Large Group
 p. 057 Investigation 3 Day 4 Large-Group Roundup
 p. 057 Investigation 3 Day 4 Small Group
 p. 058 Investigation 3 Day 5 Choice Time
 p. 058 Investigation 3 Day 5 Large Group
 p. 059 Investigation 3 Day 5 Read-Aloud
 p. 059 Investigation 3 Day 5 Small Group
 p. 059 Investigation 3 Day Large-Group Roundup
 p. 061 Investigation 4 Outdoor Experiences
 p. 062 Investigation 4 Day 1 Large Group
 p. 063 Investigation 4 Day 1 Choice Time
 p. 063 Investigation 4 Day 1 Large-Group Roundup
 p. 063 Investigation 4 Day 1 Small Group
 p. 064 Investigation 4 Day 2 Large Group
 p. 065 Investigation 4 Day 2 Choice Time
 p. 065 Investigation 4 Day 2 Large-Group Roundup
 p. 065 Investigation 4 Day 2 Small Group
 p. 066 Investigation 4 Day 3 Choice Time
 p. 066 Investigation 4 Day 3 Large Group
 p. 067 Investigation 4 Day 3 Large-Group Roundup
 p. 067 Investigation 4 Day 3 Small Group
 p. 070 Investigation 5 Day 1 Choice Time
 p. 070 Investigation 5 Day 1 Large Group
 p. 071 Investigation 5 Day 1 Large-Group Roundup
 p. 071 Investigation 5 Day 1 Small Group
 p. 072 Investigation 5 Day 2 Choice Time
 p. 072 Investigation 5 Day 2 Large Group
 p. 073 Investigation 5 Day 2 Large-Group Roundup
 p. 073 Investigation 5 Day 2 Read-Aloud
 p. 073 Investigation 5 Day 2 Small Group
 p. 074 Investigation 5 Day 3 Choice Time
 p. 074 Investigation 5 Day 3 Large Group
 p. 075 Investigation 5 Day 3 Large-Group Roundup
 p. 075 Investigation 5 Day 3 Small Group
 p. 077 Investigation 6 Outdoor Experience
 p. 078 Investigation 6 Day 1 Large Group
 p. 079 Investigation 6 Day 1 Choice Time
 p. 079 Investigation 6 Day 1 Large-Group Roundup
 p. 079 Investigation 6 Day 1 Small Group
 p. 080 Investigation 6 Day 2 Choice Time

		<p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 107 Celebrating Learning Outdoor Experiences</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	<p>Answer simple who, what, where and why questions.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 021 Exploring the topic Day 4 Choice Time</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p>

		<p>p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Small Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	<p>Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup</p>

		<p>p. 019 Exploring the Topic Day 3 Choice Time</p> <p>p. 019 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 021 Exploring the topic Day 4 Choice Time</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Choice Time</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 045 Investigation 2 day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 050 Investigation 3 Day 1 Choice Time</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 051 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 051 Investigation 3 Day 1 Read-Aloud</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 055 Investigation 3 Day 3 Large-Group Roundup</p>
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p. 055 Investigation 3 Day 3 Read-Aloud
 p. 055 Investigation 3 Day 3 Small Group
 p. 056 Investigation 3 Day 4 Choice Time
 p. 056 Investigation 3 Day 4 Large Group
 p. 057 Investigation 3 Day 4 Large-Group Roundup
 p. 057 Investigation 3 Day 4 Small Group
 p. 058 Investigation 3 Day 5 Choice Time
 p. 058 Investigation 3 Day 5 Large Group
 p. 059 Investigation 3 Day 5 Read-Aloud
 p. 059 Investigation 3 Day 5 Small Group
 p. 059 Investigation 3 Day Large-Group Roundup
 p. 061 Investigation 4 Outdoor Experiences
 p. 062 Investigation 4 Day 1 Large Group
 p. 063 Investigation 4 Day 1 Choice Time
 p. 063 Investigation 4 Day 1 Large-Group Roundup
 p. 063 Investigation 4 Day 1 Small Group
 p. 064 Investigation 4 Day 2 Large Group
 p. 065 Investigation 4 Day 2 Choice Time
 p. 065 Investigation 4 Day 2 Large-Group Roundup
 p. 065 Investigation 4 Day 2 Small Group
 p. 066 Investigation 4 Day 3 Choice Time
 p. 066 Investigation 4 Day 3 Large Group
 p. 067 Investigation 4 Day 3 Large-Group Roundup
 p. 067 Investigation 4 Day 3 Small Group
 p. 070 Investigation 5 Day 1 Choice Time
 p. 070 Investigation 5 Day 1 Large Group
 p. 071 Investigation 5 Day 1 Large-Group Roundup
 p. 071 Investigation 5 Day 1 Small Group
 p. 072 Investigation 5 Day 2 Choice Time
 p. 072 Investigation 5 Day 2 Large Group
 p. 073 Investigation 5 Day 2 Large-Group Roundup
 p. 073 Investigation 5 Day 2 Read-Aloud
 p. 073 Investigation 5 Day 2 Small Group
 p. 074 Investigation 5 Day 3 Choice Time
 p. 074 Investigation 5 Day 3 Large Group
 p. 075 Investigation 5 Day 3 Large-Group Roundup
 p. 075 Investigation 5 Day 3 Small Group
 p. 077 Investigation 6 Outdoor Experience
 p. 078 Investigation 6 Day 1 Large Group
 p. 079 Investigation 6 Day 1 Choice Time
 p. 079 Investigation 6 Day 1 Large-Group Roundup
 p. 079 Investigation 6 Day 1 Small Group
 p. 080 Investigation 6 Day 2 Choice Time
 p. 080 Investigation 6 Day 2 Large Group
 p. 081 Investigation 6 Day 2 Large-Group Roundup
 p. 081 Investigation 6 Day 2 Small Group
 p. 082 Investigation 6 Day 3 Choice Time
 p. 082 Investigation 6 Day 3 Large Group
 p. 083 Investigation 6 Day 3 Large-Group Roundup
 p. 083 Investigation 6 Day 3 Read-Aloud
 p. 083 Investigation 6 Day 3 Small Group
 p. 084 Investigation 6 Day 4 Large Group
 p. 085 Investigation 6 Day 4 Choice Time
 p. 085 Investigation 6 Day 4 Large-Group Roundup
 p. 085 Investigation 6 Day 4 Read-Aloud
 p. 085 Investigation 6 Day 4 Small Group
 p. 086 Investigation 6 Day 5 Choice Time
 p. 086 Investigation 6 Day 5 Large Group
 p. 087 Investigation 6 Day 5 Read-Aloud
 p. 087 Investigation 6 Day 5 Small Group
 p. 087 Investigation 6 Day 5 Large-Group Roundup
 p. 090 Investigation 7 Day 1 Large Group
 p. 091 Investigation 7 Day 1 Choice Time
 p. 091 Investigation 7 Day 1 Large-Group Roundup
 p. 091 Investigation 7 Day 1 Read-Aloud

		<p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 107 Celebrating Learning Outdoor Experiences</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	<p>Use language to share ideas and gain information.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	<p>Select fiction and nonfiction books to be read and attend with interest.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 019 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 021 Exploring the Topic Day 4 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p>

		<p>p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 073 Investigation 5 Day 2 Read-Aloud p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Read-Aloud p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 089 Investigation 7 Outdoor Experiences p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	<p>Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.</p> <p>Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Read-Aloud</p>

		<p>p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Mighty Minutes p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	L.48.14.	<p>Ask and answer simple who, what, where and why questions related to story or text.</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group</p>

		<p>p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Small Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	L.48.15.	<p>Make predictions and/or ask questions about the text by examining the title, cover, pictures.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud</p>

		<p>p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.60.11.	<p>Independently choose to “read” books and select a variety of texts including fiction and nonfiction.</p> <p>Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 065 Investigation 4 Day 2 Read-Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 073 Investigation 5 Day 2 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud</p>

		p. 109 Celebrating Learning Day 1 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	<p>With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	L.60.13.	<p>Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).</p> <p><u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud</p>

		<p>p. 047 Investigation 2 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	L.60.14.	<p>Use connections between self and character, experience and emotions to increase comprehension.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	<p>Look at pages of a book from left to right (or according to conventions of home language).</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group</p>
INDICATOR	L.48.17.	Recognize that print represents spoken words (e.g., first name in print, environmental labels).

		<u>Clothes Study</u> p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment. <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language). <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
INDICATOR	L.60.16.	Know that books have titles, authors, illustrators or photographers. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	L.60.17.	Recognize words as a unit of print and that letters are grouped to form words.

		<p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.18.	<p>Identify some familiar printed words out of context.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Small Group</p>
INDICATOR	L.60.19.	<p>Begin to use awareness of letter sounds along with pictures to read words in text.</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time</p>

		<p>p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 069 Investigation 5 Outdoor Experience p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 1 Small Group p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	<p>Recognize and name known letters of the alphabet in familiar and unfamiliar words.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Large Group</p>

INDICATOR	L.60.21.	<p>Make some letter-sound connections.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	<p>Recognize rhyming words in songs, chants or poems.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 043 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	L.48.21.	<p>Identify when initial sounds in words are the same.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p>

		<p>p. 017 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 019 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 033 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 051 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 073 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 083 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 091 Investigation 7 Day 1 Mighty Minutes</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	L.48.22.	<p>Distinguish individual words in a sentence.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 081 Investigation 6 Day 2 Small Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	<p>Produce rhyming words or words that have same initial sound.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 019 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 033 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 043 Investigation 2 Day 2 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 051 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 071 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 073 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 073 Investigation 5 Day 2 Small Group</p>

		<p>p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 091 Investigation 7 Day 1 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	L.60.23.	<p>Recognize which words in a set of words begin with the same sound.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 033 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 3 Mighty Minutes p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 083 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	L.60.24.	<p>Distinguish syllables in words.</p> <p><u>Clothes Study</u> p. 030 Investigation 1 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group</p>
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	<p>Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).</p> <p><u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup</p>

		<p>p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup</p>
INDICATOR	L.48.24.	<p>Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.</p> <p><u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup</p>
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	<p>Draw original stories with a beginning, middle and end.</p> <p><u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group</p>
INDICATOR	L.60.26.	<p>Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.</p> <p><u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group</p>
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts

STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music. <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
INDICATOR	CA.48.2.	Imitate or spontaneously sing an entire verse of song. <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group

INDICATOR	CA.48.3.	<p>Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).</p> <p><u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.48.4.	<p>Spontaneously sing songs and/or participate in songs with gestures.</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time</p>

		<p>p. 015 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 055 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 071 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Mighty Minutes</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Mighty Minutes</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Mighty Minutes</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Mighty Minutes</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL	CA.48.	3 to 4 years

EXPECTATION		
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	<p>Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge.</p> <p><u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Large-Group Roundup p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 079 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	<p>Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.</p> <p><u>Clothes Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group</p>

		<p>p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	<p>Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet).</p> <p><u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	<p>Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).</p> <p><u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group</p>

		<p>p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.60.2.	<p>Invent own music through humming, singing, creating rhythms, etc.).</p> <p><u>Clothes Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group</p>

	<p>p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	<p>CA.60.3.</p> <p>Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).</p> <p><u>Clothes Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group</p>

		<p>p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.60.4.	<p>Create music using their voices and/or a variety of instruments and materials.</p> <p><u>Clothes Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group</p>

		p. 110 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	Use a variety of tools and materials to represent ideas through the visual arts. <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). <u>Clothes Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group
INDICATOR	CA.60.7.	Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play. <u>Clothes Study</u> p. 014 Exploring the Topic Day 1 Large Group

		<p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 051 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 059 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Choice Time</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Read-Aloud</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 085 Investigation 6 Day 4 Mighty Minutes</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	<p>Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground).</p> <p><u>Clothes Study</u></p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	<p>Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details).</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p>

		<p>p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 069 Investigation 5 Outdoor Experience p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	CA.48.9.	<p>Demonstrate increased appreciation of the work of others and identify preferences.</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group</p>

		<p>p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 069 Investigation 5 Outdoor Experience p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy). <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group

		<p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 055 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 065 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 5 Outdoor Experience</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 080 Investigation 6 Day 2 Choice Time</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Read-Aloud</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 089 Investigation 7 Outdoor Experiences</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	<p>Say or sign the number sequence up to at least 10.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p>

		<p>p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	<p>Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	M.48.3.	<p>Count out a set of objects up to four.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes</p>

		<p>p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	<p>Recognize written numerals up to at least five.</p> <p><u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	<p>Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names
INDICATOR	M.60.1.	<p>Say or sign the number sequence up to at least 20.</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 073 Investigation 5 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group</p>

		p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Cardinality
INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.60.3.	Count out a set of objects up to five. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals

INDICATOR	M.60.4.	Recognize written numerals up to at least 10. <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items. <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group

STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects). <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group

		<p>p. 022 Exploring the Topic Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
INDICATOR	M.60.10.	Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools. <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years

INDICATOR		Data
INDICATOR	M.60.11.	<p>Represent data using a concrete object or picture graph according to one attribute.</p> <p><u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Choice Time p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	<p>Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute.</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	<p>Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.</p> <p><u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time</p>
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	<p>Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.</p> <p><u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 089 Investigation 7 Outdoor Experiences p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Small Group</p>
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).

GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent an object in the environment. <u>Clothes Study</u> p. 065 Investigation 4 Day 2 Small Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 089 Investigation 7 Outdoor Experiences p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Small Group
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials. <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time

		<p>p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 082 Investigation 6 Day 3 Choice Time p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	<p>Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”).</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 021 Exploring the topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 047 Investigation 2 Day 4 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Mighty Minutes p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group</p>

		<p>p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Small Group p. 070 Investigation 5 Day 1 Choice Time p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 2 Mighty Minutes p. 082 Investigation 6 Day 3 Choice Time p. 085 Investigation 6 Day 4 Choice Time p. 087 Investigation 6 Day 5 Mighty Minutes p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 094 Investigation 7 Day 3 Choice Time p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 111 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Investigating
INDICATOR	S.60.2.	<p>Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.</p> <p><u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 082 Investigation 6 Day 3 Choice Time p. 091 Investigation 7 Day 1 Small Group</p>

		p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Using Evidence
INDICATOR	S.60.5.	Begin to distinguish evidence from opinion. <u>Clothes Study</u> p. 094 Investigation 7 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Unity and Diversity of Life
INDICATOR	S.48.6.	Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults. <u>Clothes Study</u> p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.48.7.	Explore how animals depend upon the environment for food, water and shelter. <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other animals for food. <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group

		<p>p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 045 Investigation 2 Day 3 Mighty Minutes p. 052 Investigation 3 Day 2 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time</p>
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	<p>Make predictions and conduct simple experiments to change direction, speed and distance objects move.</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group</p>
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	<p>Evaluate the appropriateness of a material for a given purpose based upon its properties.</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 045 Investigation 2 Day 3 Mighty Minutes p. 052 Investigation 3 Day 2 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time</p>
INDICATOR	S.60.13.	<p>Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.).</p> <p><u>Clothes Study</u> p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group</p>
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.

GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.48.8.	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play. <u>Clothes Study</u> p. 072 Investigation 5 Day 2 Choice Time p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 086 Investigation 6 Day 5 Large Group
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.60.7.	Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers. <u>Clothes Study</u> p. 072 Investigation 5 Day 2 Choice Time p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 086 Investigation 6 Day 5 Large Group

Reduce, Reuse, Recycle Study
State: Connecticut Early Learning and Development Standards
Subject: Early Childhood Education
Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	<p>Help and cooperate in group.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences p 13</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group 39</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p>

p. 40 Investigation 2 Day 3 Large Group
 p. 41 Investigation 2 Day 3 Large- Group Roundup
 p. 41 Investigation 2 Day 3 Small Group
 p. 42 Investigation 2 Day 4 Large Group
 p. 42 investigation 2 Day 4 Choice Time
 p. 43 Investigation 2 Day 4 Large-Group Roundup
 p. 43 Investigation 2 Day 4 Read-Aloud
 p. 43 Investigation 2 Day 4 Small Group
 p. 45 Investigation 3 Outdoor Experiences
 p. 46 Investigation 3 Day 1 Choice Time
 p. 46 Investigation 3 Day 1 Large Group
 p. 47 Investigation 3 Day 1 Large-Group Roundup
 p. 47 Investigation 3 Day 1 Small Group
 p. 48 Investigation 3 Day 2 Choice Time
 p. 48 Investigation 3 Day 2 Large Group
 p. 49 Investigation 3 Day 2 Large-Group Roundup
 p. 49 Investigation 3 Day 2 Small Group
 p. 50 Investigation 3 Day 3 Large Group
 p. 51 Investigation 3 Day 3 Choice Time
 p. 51 Investigation 3 Day 3 Large-Group Roundup
 p. 51 Investigation 3 Day 3 Read-Aloud
 p. 51 Investigation 3 Day 3 Small Group
 p. 53 Investigation 4 Outdoor Experiences
 p. 54 Investigation 4 Day 1 Choice Time
 p. 54 Investigation 4 Day 1 Large Group
 p. 55 Investigation 4 Day 1 Large-Group Roundup
 p. 55 Investigation 4 Day 1 Small Group
 p. 56 Investigation 4 Day 2 Choice Time
 p. 56 Investigation 4 Day 2 Large Group
 p. 57 Investigation 4 Day 2 Large-Group Roundup
 p. 57 Investigation 4 Day 2 Read-Aloud
 p. 57 Investigation 4 Day 2 Small Group
 p. 58 Investigation 4 Day 3 Large Group
 p. 58 Investigation 4 Day 3 Choice Time
 p. 59 Investigation 4 Day 3 Large-Group Roundup
 p. 59 Investigation 4 Day 3 Read-Aloud
 p. 59 Investigation 4 Day 3 Small Group
 p. 60 Investigation 4 Day 4 Choice Time
 p. 60 Investigation 4 Day 4 Large Group
 p. 61 Investigation 4 Day 4 Large-Group Roundup
 p. 61 Investigation 4 Day 4 Small Group
 p. 62 Investigation 4 Day 5 Choice Time
 p. 62 Investigation 4 Day 5 Large Group
 p. 63 Investigation 4 Day 5 Large-Group Roundup
 p. 63 Investigation 4 Day 5 Read-Aloud
 p. 63 Investigation 4 Day 5 Small Group
 p. 65 Investigation 5 Outdoor Experience
 p. 66 Investigation 5 Day 1 Large Group
 p. 67 Investigation 5 Day 1 Choice Time
 p. 67 Investigation 5 Day 1 Large-Group Roundup
 p. 67 Investigation 5 Day 1 Small Group
 p. 68 Investigation 5 Day 2 Large Group
 p. 69 Investigation 5 Day 2 Choice Time
 p. 69 Investigation 5 Day 2 Large-Group Roundup
 p. 69 Investigation 5 Day 2 Small Group
 p. 70 Investigation 5 Day 3 Large Group
 p. 71 Investigation 5 Day 3 Choice Time
 p. 71 Investigation 5 Day 3 Large-Group Roundup
 p. 71 Investigation 5 Day 3 Read-Aloud
 p. 71 Investigation 5 Day 3 Small Group
 p. 83 Celebrating Learning Outdoor Experiences
 p. 84 Celebrating Learning Day 1 Choice Time
 p. 84 Celebrating Learning Day 1 Large Group
 p. 85 Celebrating Learning Day 1 Large-Group Roundup
 p. 85 Celebrating Learning Day 1 Small Group

		<p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	<p>Model or teach peers how to use materials or complete a task.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences p 13</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group 39</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p>

p. 41 Investigation 2 Day 3 Large- Group Roundup
 p. 41 Investigation 2 Day 3 Small Group
 p. 42 Investigation 2 Day 4 Large Group
 p. 42 investigation 2 Day 4 Choice Time
 p. 43 Investigation 2 Day 4 Large-Group Roundup
 p. 43 Investigation 2 Day 4 Read-Aloud
 p. 43 Investigation 2 Day 4 Small Group
 p. 45 Investigation 3 Outdoor Experiences
 p. 46 Investigation 3 Day 1 Choice Time
 p. 46 Investigation 3 Day 1 Large Group
 p. 47 Investigation 3 Day 1 Large-Group Roundup
 p. 47 Investigation 3 Day 1 Small Group
 p. 48 Investigation 3 Day 2 Choice Time
 p. 48 Investigation 3 Day 2 Large Group
 p. 49 Investigation 3 Day 2 Large-Group Roundup
 p. 49 Investigation 3 Day 2 Small Group
 p. 50 Investigation 3 Day 3 Large Group
 p. 51 Investigation 3 Day 3 Choice Time
 p. 51 Investigation 3 Day 3 Large-Group Roundup
 p. 51 Investigation 3 Day 3 Read-Aloud
 p. 51 Investigation 3 Day 3 Small Group
 p. 53 Investigation 4 Outdoor Experiences
 p. 54 Investigation 4 Day 1 Choice Time
 p. 54 Investigation 4 Day 1 Large Group
 p. 55 Investigation 4 Day 1 Large-Group Roundup
 p. 55 Investigation 4 Day 1 Small Group
 p. 56 Investigation 4 Day 2 Choice Time
 p. 56 Investigation 4 Day 2 Large Group
 p. 57 Investigation 4 Day 2 Large-Group Roundup
 p. 57 Investigation 4 Day 2 Read-Aloud
 p. 57 Investigation 4 Day 2 Small Group
 p. 58 Investigation 4 Day 3 Large Group
 p. 58 Investigation 4 Day 3 Choice Time
 p. 59 Investigation 4 Day 3 Large-Group Roundup
 p. 59 Investigation 4 Day 3 Read-Aloud
 p. 59 Investigation 4 Day 3 Small Group
 p. 60 Investigation 4 Day 4 Choice Time
 p. 60 Investigation 4 Day 4 Large Group
 p. 61 Investigation 4 Day 4 Large-Group Roundup
 p. 61 Investigation 4 Day 4 Small Group
 p. 62 Investigation 4 Day 5 Choice Time
 p. 62 Investigation 4 Day 5 Large Group
 p. 63 Investigation 4 Day 5 Large-Group Roundup
 p. 63 Investigation 4 Day 5 Read-Aloud
 p. 63 Investigation 4 Day 5 Small Group
 p. 65 Investigation 5 Outdoor Experience
 p. 66 Investigation 5 Day 1 Large Group
 p. 67 Investigation 5 Day 1 Choice Time
 p. 67 Investigation 5 Day 1 Large-Group Roundup
 p. 67 Investigation 5 Day 1 Small Group
 p. 68 Investigation 5 Day 2 Large Group
 p. 69 Investigation 5 Day 2 Choice Time
 p. 69 Investigation 5 Day 2 Large-Group Roundup
 p. 69 Investigation 5 Day 2 Small Group
 p. 70 Investigation 5 Day 3 Large Group
 p. 71 Investigation 5 Day 3 Choice Time
 p. 71 Investigation 5 Day 3 Large-Group Roundup
 p. 71 Investigation 5 Day 3 Read-Aloud
 p. 71 Investigation 5 Day 3 Small Group
 p. 83 Celebrating Learning Outdoor Experiences
 p. 84 Celebrating Learning Day 1 Choice Time
 p. 84 Celebrating Learning Day 1 Large Group
 p. 85 Celebrating Learning Day 1 Large-Group Roundup
 p. 85 Celebrating Learning Day 1 Small Group
 p. 86 Celebrating Learning Day 2 Large Group

		<p>p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	<p>Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound).</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 40 Investigation 2 Day 3 Large Group p. 42 Investigation 2 Day 4 Large Group p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 67 Investigation 5 Day 1 Small Group p. 70 Investigation 5 Day 3 Large Group p. 84 Celebrating Learning Day 1 Large Group</p>
INDICATOR	C.48.8.	<p>Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group p. 54 Investigation 4 Day 1 Large Group p. 61 Investigation 4 Day 4 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	<p>Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years

INDICATOR		Symbolic Representation
INDICATOR	C.48.12.	<p>Represent people, places or things through simple drawings, movements and three-dimensional construction.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	<p>Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group</p>
INDICATOR	C.60.9.	<p>Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group</p>
INDICATOR	C.60.10.	<p>Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...").</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Small Group 39 p. 41 Investigation 2 Day 3 Small Group</p>

		<p>p. 43 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 49 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 49 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 68 Investigation 5 Day 2 Large Group</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 85 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Problem Solving
INDICATOR	C.60.11.	<p>Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.13.	<p>Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 48 Investigation 3 Day 2 Large Group</p>
INDICATOR	C.60.14.	<p>Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure).</p>

		<u>Reduce, Reuse, Recycle Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.48.15.	With adult assistance, stop and consider alternatives when encountering a problem. <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 51 Investigation 3 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a problem. <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand C: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group

STATE FRAMEWORK	SE.B.	Strand C: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	Describe emotions and feelings to trusted adults and peers. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	Describe self by referring to preferences, thoughts and feelings.

		<u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Mobility
INDICATOR	PH.48.1.	Walk up and down stairs alternating feet while carrying an object. <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.48.2.	Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives. <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 45 Investigation 3 Outdoor Experiences p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 83 Celebrating Learning Outdoor Experiences
INDICATOR	PH.48.4.	Kick ball at target a short distance away with accuracy and speed. <u>Reduce, Reuse, Recycle Study</u> p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
INDICATOR	PH.48.5.	Throw small ball overhand at target a short distance away with accuracy. <u>Reduce, Reuse, Recycle Study</u> p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.

GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	Alternate direction while running and stop easily without losing balance. <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.60.2.	Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle). <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 45 Investigation 3 Outdoor Experiences p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 83 Celebrating Learning Outdoor Experiences
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.). <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft. <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group

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STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors). <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar). <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement. <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group

DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	<p>Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group 39 p. 45 Investigation 3 Outdoor Experiences p. 55 Investigation 4 Day 1 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	<p>Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.").</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	<p>Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group 39 p. 45 Investigation 3 Outdoor Experiences p. 55 Investigation 4 Day 1 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 67 Investigation 5 Day 1 Small Group</p>

		p. 69 Investigation 5 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	L.60.2.	Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects. <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group 39 p. 45 Investigation 3 Outdoor Experiences p. 55 Investigation 4 Day 1 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”). <u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts. <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog). <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 62 Investigation 4 Day 5 Large Group

		p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	<p>Communicate about current or removed events and/or objects.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group 39 p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time</p>

		<p>p. 43 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 4 Read-Aloud</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 51 Investigation 3 Day 3 Read-Aloud</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 54 Investigation 4 Day 1 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 58 Investigation 4 Day 3 Choice Time</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 59 Investigation 4 Day 3 Read-Aloud</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 62 Investigation 4 Day 5 Choice Time</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 63 Investigation 4 Day 5 Read-Aloud</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 68 Investigation 5 Day 2 Large Group</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 3 Read-Aloud</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 85 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
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		p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	Use basic grammar rules including irregular past tense and questions. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
INDICATOR	L.48.9.	Use speech that is mostly intelligible to familiar and unfamiliar adults. <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs). <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation

INDICATOR	L.48.10.	<p>Maintain a topic of conversation over the course of several turns.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences p 13</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group 39</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 43 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 4 Read-Aloud</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 47 Investigation 3 Day 1 Small Group</p>
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STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	Answer simple who, what, where and why questions.

		<p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Small Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	<p>Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time</p>

p. 18 Exploring the Topic Day 3 Large Group
 p. 19 Exploring the Topic Day 3 Large-Group Roundup
 p. 19 Exploring the Topic Day 3 Read-Aloud
 p. 19 Exploring the Topic Day 3 Small Group
 p. 20 Exploring the Topic Day 4 Large Group
 p. 21 Exploring the Topic Day 4 Choice Time
 p. 21 Exploring the Topic Day 4 Large-Group Roundup
 p. 21 Exploring the Topic Day 4 Small Group
 p. 22 Exploring the Topic Day 5 Large Group
 p. 23 Exploring the Topic Day 5 Large-Group Roundup
 p. 23 Exploring the Topic Day 5 Choice Time
 p. 23 Exploring the Topic Day 5 Read-Aloud
 p. 23 Exploring the Topic Day 5 Small Group
 p. 27 Investigation 1 Outdoor Experiences
 p. 28 Investigation 1 Day 1 Large Group
 p. 29 Investigation 1 Day 1 Choice Time
 p. 29 Investigation 1 Day 1 Large-Group Roundup
 p. 29 Investigation 1 Day 1 Mighty Minutes
 p. 29 Investigation 1 Day 1 Small Group
 p. 30 Investigation 1 Day 2 Large Group
 p. 31 Investigation 1 Day 2 Choice Time
 p. 31 Investigation 1 Day 2 Large-Group Roundup
 p. 31 Investigation 1 Day 2 Small Group
 p. 32 Investigation 1 Day 3 Choice Time
 p. 32 Investigation 1 Day 3 Large Group
 p. 33 Investigation 1 Day 3 Large-Group Roundup
 p. 33 Investigation 1 Day 3 Read-Aloud
 p. 33 Investigation 1 Day 3 Small Group
 p. 35 Investigation 2 Outdoor Experience
 p. 36 Investigation 2 Day 1 Choice Time
 p. 36 Investigation 2 Day 1 Large Group
 p. 37 Investigation 2 Day 1 Large-Group Roundup
 p. 37 Investigation 2 Day 1 Small Group
 p. 38 Investigation 2 Day 2 Choice Time
 p. 38 Investigation 2 Day 2 Large Group
 p. 39 Investigation 2 Day 2 Large-Group Roundup
 p. 39 Investigation 2 Day 2 Read-Aloud
 p. 39 Investigation 2 Day 2 Small Group 39
 p. 40 Investigation 2 Day 3 Choice Time
 p. 40 Investigation 2 Day 3 Large Group
 p. 41 Investigation 2 Day 3 Large- Group Roundup
 p. 41 Investigation 2 Day 3 Small Group
 p. 42 Investigation 2 Day 4 Large Group
 p. 42 investigation 2 Day 4 Choice Time
 p. 43 Investigation 2 Day 4 Large-Group Roundup
 p. 43 Investigation 2 Day 4 Read-Aloud
 p. 43 Investigation 2 Day 4 Small Group
 p. 45 Investigation 3 Outdoor Experiences
 p. 46 Investigation 3 Day 1 Choice Time
 p. 46 Investigation 3 Day 1 Large Group
 p. 47 Investigation 3 Day 1 Large-Group Roundup
 p. 47 Investigation 3 Day 1 Small Group
 p. 48 Investigation 3 Day 2 Choice Time
 p. 48 Investigation 3 Day 2 Large Group
 p. 49 Investigation 3 Day 2 Large-Group Roundup
 p. 49 Investigation 3 Day 2 Small Group
 p. 50 Investigation 3 Day 3 Large Group
 p. 51 Investigation 3 Day 3 Choice Time
 p. 51 Investigation 3 Day 3 Large-Group Roundup
 p. 51 Investigation 3 Day 3 Read-Aloud
 p. 51 Investigation 3 Day 3 Small Group
 p. 53 Investigation 4 Outdoor Experiences
 p. 54 Investigation 4 Day 1 Choice Time
 p. 54 Investigation 4 Day 1 Large Group
 p. 55 Investigation 4 Day 1 Large-Group Roundup

		<p>p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Small Group p. 62 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Small Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 84 Celebrating Learning Day 1 Choice Time p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Large-Group Roundup p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	Use language to share ideas and gain information. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years

INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	<p>Select fiction and nonfiction books to be read and attend with interest.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Read-Aloud p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 4 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	<p>Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Read-Aloud</p>

		<p>p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Mighty Minutes p. 43 Investigation 2 Day 4 Read-Aloud p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Mighty Minutes p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.48.14.	<p>Ask and answer simple who, what, where and why questions related to story or text.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group</p>

		<p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 68 Investigation 5 Day 2 Large Group</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	L.48.15.	<p>Make predictions and/or ask questions about the text by examining the title, cover, pictures.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 17 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 31 Investigation 1 Day 2 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 37 Investigation 2 Day 1 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 43 Investigation 2 Day 4 Read-Aloud</p> <p>p. 49 Investigation 3 Day 2 Read-Aloud</p> <p>p. 51 Investigation 3 Day 3 Read-Aloud</p> <p>p. 55 Investigation 4 Day 1 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 59 Investigation 4 Day 3 Read-Aloud</p> <p>p. 63 Investigation 4 Day 5 Read-Aloud</p> <p>p. 71 Investigation 5 Day 3 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.60.11.	Independently choose to “read” books and select a variety of texts including fiction and nonfiction.

		<p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 61 Investigation 4 Day 4 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	<p>With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group</p>

INDICATOR	L.60.13.	Identify main components of a story or text (the major plot points of a story or the main topic of an informational text). <u>Reduce, Reuse, Recycle Study</u> p. 55 Investigation 4 Day 1 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.60.14.	Use connections between self and character, experience and emotions to increase comprehension. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	Look at pages of a book from left to right (or according to conventions of home language). <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.48.17.	Recognize that print represents spoken words (e.g., first name in print, environmental labels). <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 35 Investigation 2 Outdoor Experience p. 37 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 4 Large Group p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.

		<u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 35 Investigation 2 Outdoor Experience p. 37 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 4 Large Group p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language). <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.60.16.	Know that books have titles, authors, illustrators or photographers. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.60.17.	Recognize words as a unit of print and that letters are grouped to form words. <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.18.	Identify some familiar printed words out of context. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group

		<p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.60.19.	<p>Begin to use awareness of letter sounds along with pictures to read words in text.</p> <p><u>Reduce. Reuse. Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Read-Aloud</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 39 Investigation 2 Day 2 Small Group 39</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 47 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 55 Investigation 4 Day 1 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	<p>Recognize and name known letters of the alphabet in familiar and unfamiliar words.</p> <p><u>Reduce. Reuse. Recycle Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 47 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p>

		<p>p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
INDICATOR	L.60.21.	<p>Make some letter-sound connections.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	<p>Recognize rhyming words in songs, chants or poems.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group</p>
INDICATOR	L.48.21.	<p>Identify when initial sounds in words are the same.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes</p>
INDICATOR	L.48.22.	<p>Distinguish individual words in a sentence.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness

INDICATOR	L.60.22.	Produce rhyming words or words that have same initial sound. <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group
INDICATOR	L.60.23.	Recognize which words in a set of words begin with the same sound. <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes
INDICATOR	L.60.24.	Distinguish syllables in words. <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 51 Investigation 3 Day 3 Mighty Minutes
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	L.48.24.	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group

		<p>p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup</p>
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	<p>Draw original stories with a beginning, middle and end.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup p. 67 Investigation 5 Day 1 Small Group</p>
INDICATOR	L.60.26.	<p>Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	<p>Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group</p>
INDICATOR	CA.48.2.	<p>Imitate or spontaneously sing an entire verse of song.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes</p>

		<p>p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	CA.48.3.	<p>Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>

INDICATOR	CA.48.4.	<p>Spontaneously sing songs and/or participate in songs with gestures.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group 39 p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Small Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Small Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Mighty Minutes p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	<p>Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time</p>

		<p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	<p>Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.

GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	CA.60.2.	Invent own music through humming, singing, creating rhythms, etc.). <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group

		<p>p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	CA.60.3.	<p>Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>

INDICATOR	CA.60.4.	<p>Create music using their voices and/or a variety of instruments and materials.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	<p>Use a variety of tools and materials to represent ideas through the visual arts.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	<p>Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group</p>

		<p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	CA.60.7.	<p>Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.

GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	CA.48.9.	Demonstrate increased appreciation of the work of others and identify preferences. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud

		<p>p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group 39 p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	<p>Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group 39 p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group</p>
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to

		understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	<p>Say or sign the number sequence up to at least 10.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	<p>Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	M.48.3.	<p>Count out a set of objects up to four.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes</p>

		p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	Recognize written numerals up to at least five. <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names
INDICATOR	M.60.1.	Say or sign the number sequence up to at least 20. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 42 investigation 2 Day 4 Choice Time p. 49 Investigation 3 Day 2 Small Group p. 67 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL	M.60.	4 to 5 years

EXPECTATION		
INDICATOR		Cardinality
INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	M.60.3.	Count out a set of objects up to five. <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	Recognize written numerals up to at least 10. <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items. <u>Reduce, Reuse, Recycle Study</u>

		p. 21 Exploring the Topic Day 4 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	<p>Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	<p>Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group</p>
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	<p>Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group</p>
INDICATOR	M.60.8.	<p>Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects).</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group</p>

		p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group 39 p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). <u>Reduce, Reuse, Recycle Study</u>

		p. 39 Investigation 2 Day 2 Small Group 39 p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	M.60.10.	Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools. <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group 39 p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Data
INDICATOR	M.60.11.	Represent data using a concrete object or picture graph according to one attribute. <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 23 Exploring the Topic Day 5 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. <u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as

		circle and triangle) in different orientations and sizes. <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent an object in the environment. <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. <u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Questioning and Defining Problems
INDICATOR	S.48.1.	Ask more detailed questions including the relationship between two things or cause and effect relationships. <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 40 Investigation 2 Day 3 Large Group p. 66 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply

		scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	<p>Intentionally vary actions in order to observe the effect of these actions on materials.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 38 Investigation 2 Day 2 Choice Time p. 42 Investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	<p>Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”).</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group</p>

		<p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 43 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 54 Investigation 4 Day 1 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 58 Investigation 4 Day 3 Choice Time</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 62 Investigation 4 Day 5 Choice Time</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 85 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Investigating
INDICATOR	S.60.2.	<p>Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences p 13</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p>

		<p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 43 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 85 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Using Evidence
INDICATOR	S.60.5.	<p>Begin to distinguish evidence from opinion.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 49 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 85 Celebrating Learning Day 1 Large-Group Roundup</p>

		p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Unity and Diversity of Life
INDICATOR	S.48.6.	Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults. <u>Reduce, Reuse, Recycle Study</u> p. 42 investigation 2 Day 4 Choice Time
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	Make predictions and conduct simple experiments to change direction, speed and distance objects move. <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 53 Investigation 4 Outdoor Experiences p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	S.60.11.	Determine cause and effect of push/pull/collision that make objects, start, stop and change direction. <u>Reduce, Reuse, Recycle Study</u>

		p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	Evaluate the appropriateness of a material for a given purpose based upon its properties. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p.15 Exploring the Topic Day 1 Small Group
INDICATOR	S.60.13.	Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.). <u>Reduce, Reuse, Recycle Study</u> p. 42 investigation 2 Day 4 Choice Time
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Earth's Features and the Effects of Weather and Water
INDICATOR	S.48.10.	Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.). <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 31 Investigation 1 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large-Group Roundup p. 49 Investigation 3 Day 2 Read-Aloud p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Large-Group Roundup p. 53 Investigation 4 Outdoor Experiences p. 54 Investigation 4 Day 1 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Large-Group Roundup p. 55 Investigation 4 Day 1 Read-Aloud p. 56 Investigation 4 Day 2 Choice Time

		<p>p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Read-Aloud p. 60 Investigation 4 Day 4 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 62 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Earth and Human Activity
INDICATOR	S.60.15.	<p>Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.).</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 31 Investigation 1 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large-Group Roundup p. 49 Investigation 3 Day 2 Read-Aloud p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Large-Group Roundup p. 53 Investigation 4 Outdoor Experiences p. 54 Investigation 4 Day 1 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Large-Group Roundup p. 55 Investigation 4 Day 1 Read-Aloud p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Read-Aloud p. 60 Investigation 4 Day 4 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 62 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time</p>

		<p>p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	<p>Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group</p>
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		People, Places and Environments
INDICATOR	SS.60.4.	<p>Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time</p>

		<p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Read-Aloud</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 43 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 49 Investigation 3 Day 2 Read-Aloud</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 54 Investigation 4 Day 1 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 1 Read-Aloud</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 58 Investigation 4 Day 3 Choice Time</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 62 Investigation 4 Day 5 Choice Time</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 67 Investigation 5 Day 1 Read-Aloud</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Read-Aloud</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 85 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 85 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years

INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.48.8.	<p>Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes</p>
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.60.7.	<p>Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes</p>

Trees Study

State: Connecticut Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	<p>Help and cooperate in group.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences p 13</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 018 Exploring the Topic Day 3 Choice Time</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Choice Time</p> <p>p. 021 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Choice Time</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 031 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigagtion 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p>

		<p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Choice Time</p> <p>p. 075 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p>
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STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	<p>Model or teach peers how to use materials or complete a task.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences p 13</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p>

p. 017 Exploring the Topic Day 2 Large-Group Roundup
 p. 017 Exploring the Topic Day 2 Read-Aloud
 p. 018 Exploring the Topic Day 3 Choice Time
 p. 018 Exploring the Topic Day 3 Large Group
 p. 019 Exploring the Topic Day 3 Large-Group Roundup
 p. 019 Exploring the Topic Day 3 Small Group
 p. 020 Exploring the Topic Day 4 Large Group
 p. 021 Exploring the Topic Day 4 Choice Time
 p. 021 Exploring the Topic Day 4 Large-Group Roundup
 p. 021 Exploring the Topic Day 4 Small Group
 p. 022 Exploring the Topic Day 5 Large Group
 p. 023 Exploring the Topic Day 5 Large-Group Roundup
 p. 023 Exploring the Topic Day 5 Choice Time
 p. 023 Exploring the Topic Day 5 Read-Aloud
 p. 023 Exploring the Topic Day 5 Small Group
 p. 028 Investigation 1 Day 1 Large Group
 p. 029 Investigation 1 Day 1 Choice Time
 p. 029 Investigation 1 Day 1 Large-Group Roundup
 p. 029 Investigation 1 Day 1 Small Group
 p. 030 Investigation 1 Day 2 Large Group
 p. 031 Investigation 1 Day 2 Choice Time
 p. 031 Investigation 1 Day 2 Large-Group Roundup
 p. 031 Investigation 1 Day 2 Mighty Minutes
 p. 031 Investigation 1 Day 2 Read-Aloud
 p. 031 Investigation 1 Day 2 Small Group
 p. 032 Investigation 1 Day 3 Large Group
 p. 033 Investigation 1 Day 3 Choice Time
 p. 033 Investigation 1 Day 3 Large-Group Roundup
 p. 033 Investigation 1 Day 3 Read-Aloud
 p. 033 Investigation 1 Day 3 Small Group
 p. 034 Investigation 1 Day 4 Large Group
 p. 035 Investigation 1 Day 4 Choice Time
 p. 035 Investigation 1 Day 4 Large-Group Roundup
 p. 035 Investigation 1 Day 4 Read-Aloud
 p. 035 Investigation 1 Day 4 Small Group
 p. 036 Investigation 1 Day 5 Choice Time
 p. 036 Investigation 1 Day 5 Large Group
 p. 037 Investigation 1 Day 5 Large-Group Roundup
 p. 037 Investigation 1 Day 5 Mighty Minutes
 p. 037 Investigation 1 Day 5 Small Group
 p. 040 Investigation 2 Day 1 Choice Time
 p. 040 Investigation 2 Day 1 Large Group
 p. 041 Investigation 2 Day 1 Large-Group Roundup
 p. 041 Investigation 2 Day 1 Read-Aloud
 p. 041 Investigation 2 Day 1 Small Group
 p. 042 Investigation 2 Day 2 Large Group
 p. 043 Investigation 2 Day 2 Choice Time
 p. 043 Investigation 2 Day 2 Large-Group Roundup
 p. 043 Investigation 2 Day 2 Small Group
 p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Choice Time
 p. 045 Investigation 2 Day 3 Large-Group Roundup
 p. 045 Investigation 2 Day 3 Read-Aloud
 p. 045 Investigation 2 Day 3 Small Group
 p. 046 Investigation 2 Day 4 Choice Time
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Large-Group Roundup
 p. 047 Investigation 2 Day 4 Small Group
 p. 048 Investigation 2 Day 5 Large Group
 p. 049 Investigation 2 Day 5 Choice Time
 p. 049 Investigation 2 Day 5 Large-Group Roundup
 p. 049 Investigation 2 Day 5 Read-Aloud
 p. 049 Investigation 2 Day 5 Small Group
 p. 051 Investigation 3 Outdoor Experiences
 p. 052 Investigation 3 Day 1 Choice Time

p. 052 Investigation 3 Day 1 Large Group
 p. 053 Investigation 3 Day 1 Large-Group Roundup
 p. 053 Investigation 3 Day 1 Read-Aloud
 p. 053 Investigation 3 Day 1 Small Group
 p. 054 Investigation 3 Day 2 Choice Time
 p. 054 Investigation 3 Day 2 Large Group
 p. 055 Investigation 3 Day 2 Large-Group Roundup
 p. 055 Investigation 3 Day 2 Small Group
 p. 056 Investigation 3 Day 3 Choice Time
 p. 056 Investigation 3 Day 3 Large Group
 p. 057 Investigation 3 Day 3 Large-Group Roundup
 p. 057 Investigation 3 Day 3 Read-Aloud
 p. 057 Investigation 3 Day 3 Small Group
 p. 058 Investigation 3 Day 4 Large Group
 p. 059 Investigation 3 Day 4 Choice Time
 p. 059 Investigation 3 Day 4 Large-Group Roundup
 p. 059 Investigation 3 Day 4 Small Group
 p. 060 Investigation 3 Day 5 Choice Time
 p. 060 Investigation 3 Day 5 Large Group
 p. 061 Investigation 3 Day 5 Large-Group Roundup
 p. 061 Investigation 3 Day 5 Small Group
 p. 064 Investigation 4 Day 1 Large Group
 p. 065 Investigation 4 Day 1 Choice Time
 p. 065 Investigation 4 Day 1 Large-Group Roundup
 p. 065 Investigation 4 Day 1 Small Group
 p. 066 Investigation 4 Day 2 Choice Time
 p. 066 Investigation 4 Day 2 Large Group
 p. 067 Investigation 4 Day 2 Large-Group Roundup
 p. 067 Investigation 4 Day 2 Small Group
 p. 068 Investigation 4 Day 3 Large Group
 p. 069 Investigation 4 Day 3 Choice Time
 p. 069 Investigation 4 Day 3 Large-Group Roundup
 p. 069 Investigation 4 Day 3 Small Group
 p. 070 Investigation 4 Day 4 Choice Time
 p. 070 Investigation 4 Day 4 Large Group
 p. 070 Investigation 4 Day 4 Large-Group Roundup
 p. 070 Investigation 4 Day 4 Small Group
 p. 074 Investigation 5 Day 1 Large Group
 p. 075 Investigation 5 Day 1 Choice Time
 p. 075 Investigation 5 Day 1 Large-Group Roundup
 p. 075 Investigation 5 Day 1 Read-Aloud
 p. 075 Investigation 5 Day 1 Small Group
 p. 076 Investigation 5 Day 2 Choice Time
 p. 076 Investigation 5 Day 2 Large Group
 p. 077 Investigation 5 Day 2 Large-Group Roundup
 p. 077 Investigation 5 Day 2 Small Group
 p. 078 Investigation 5 Day 3 Large Group
 p. 079 Investigation 5 Day 3 Choice Time
 p. 079 Investigation 5 Day 3 Large-Group Roundup
 p. 079 Investigation 5 Day 3 Small Group
 p. 080 Investigation 5 Day 4 Large Group
 p. 081 Investigation 5 Day 4 Choice Time
 p. 081 Investigation 5 Day 4 Large-Group Roundup
 p. 081 Investigation 5 Day 4 Small Group
 p. 082 Investigation 5 Day 5 Choice Time
 p. 082 Investigation 5 Day 5 Large Group
 p. 083 Investigation 5 Day 5 Large-Group Roundup
 p. 083 Investigation 5 Day 5 Read-Aloud
 p. 083 Investigation 5 Day 5 Small Group
 p. 085 Investigation 6 Outdoor Experience
 p. 086 Investigation 6 Day 1 Large Group
 p. 087 Investigation 6 Day 1 Choice Time
 p. 087 Investigation 6 Day 1 Large-Group Roundup
 p. 087 Investigation 6 Day 1 Mighty Minutes
 p. 087 Investigation 6 Day 1 Small Group

		<p>p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large-Group Roundup p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cause and Effect
INDICATOR	C.48.6.	<p>Manipulate materials and communicate about the impact of own actions.</p> <p><u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud

		<p>or soft sound).</p> <p><u>Trees Study</u></p> <p>p. 015 Exploring the Topic Day 1 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 043 Investigation 2 Day 2 Small Group p. 059 Investigation 3 Day 4 Small Group p. 061 Investigation 3 Day 5 Small Group p. 070 Investigation 4 Day 4 Small Group p. 079 Investigation 5 Day 3 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 086 Investigation 6 Day 1 Large Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group</p>
INDICATOR	C.48.8.	<p>Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 053 Investigation 3 Day 1 Mighty Minutes p. 059 Investigation 3 Day 4 Small Group p. 064 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Mighty Minutes p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Choice Time p. 092 Investigation 6 Day 4 Large Group p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	<p>Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.</p> <p><u>Trees Study</u></p> <p>p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Symbolic Representation

INDICATOR	C.48.12.	<p>Represent people, places or things through simple drawings, movements and three-dimensional construction.</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	<p>Try multiple uses of same materials and observe differing results.</p> <p><u>Trees Study</u></p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 029 Investigation 1 Day 1 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 067 Investigation 4 Day 2 Read-Aloud</p> <p>p. 069 Investigation 4 Day 3 Read-Aloud</p> <p>p. 071 Investigation 4 Day 4 Read- Aloud</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 077 Investigation 5 Day 2 Read-Aloud</p> <p>p. 081 Investigation 5 Day 4 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p>

		p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less). <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	C.60.9.	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...). <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	C.60.10.	Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”). <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time

		<p>p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Large-Group Roundup p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 067 Investigation 4 Day 2 Small Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large-Group Roundup p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years

INDICATOR		Problem Solving
INDICATOR	C.60.11.	<p>Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).</p> <p><u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 049 Investigation 2 Day 5 Small Group p. 079 Investigation 5 Day 3 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 090 Investigation 6 Day 3 Choice Time p. 091 Investigation 6 Day 3 Small Group</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.13.	<p>Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.</p> <p><u>Trees Study</u> p. 058 Investigation 3 Day 4 Large Group</p>
INDICATOR	C.60.14.	<p>Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure).</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years

INDICATOR		Cognitive Flexibility
INDICATOR	C.48.15.	With adult assistance, stop and consider alternatives when encountering a problem. <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Working Memory
INDICATOR	C.48.16.	Engage in games that involve remembering (e.g., memory). <u>Trees Study</u> p. 020 Exploring the Topic Day 4 Large Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). <u>Trees Study</u> p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a problem. <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Working Memory
INDICATOR	C.60.18.	Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf."). <u>Trees Study</u> p. 020 Exploring the Topic Day 4 Large Group
DOMAIN / CONTENT	CT.SE.	Social and Emotional Development

STANDARD		
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
STATE FRAMEWORK	SE.B.	Strand C: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	Describe emotions and feelings to trusted adults and peers. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud

		<p>p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	<p>Describe self by referring to preferences, thoughts and feelings.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Mobility
INDICATOR	PH.48.1.	<p>Walk up and down stairs alternating feet while carrying an object.</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.48.2.	<p>Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives.</p>

		<u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
INDICATOR	PH.48.3.	Hop on one foot. <u>Trees Study</u> p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	Alternate direction while running and stop easily without losing balance. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Mighty Minutes
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.60.2.	Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle). <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Mighty Minutes p. 055 Investigation 3 Day 2 Read-Aloud p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Choice Time p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years

INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	<p>Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	<p>Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft.</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group</p>

		<p>p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	<p>Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	<p>Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar).</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Outdoor Experience p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement.

		<u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	Pour liquid from a small pitcher. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children’s rule-breaking to the attention of adults. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.60.6.	Use butter knife to spread and cut. Open most containers to remove food. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in

		familiar settings and in the community. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Healthy Behaviors
INDICATOR	PH.48.12.	Name examples of healthy practice including hygiene, nutrition and sleep. <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Healthy Behaviors
INDICATOR	PH.60.10.	Identify healthy practices including hygiene, nutrition and sleep. <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group

		p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.").
		<u>Trees Study</u> p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 066 Investigation 4 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.
		<u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	L.60.2.	Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.
		<u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group

		<p>p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	<p>Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”).</p> <p><u>Trees Study</u> p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 066 Investigation 4 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	<p>Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.</p> <p><u>Trees Study</u> p. 042 Investigation 2 Day 2 Large Group p. 093 Investigation 6 Day 4 Small Group</p>
INDICATOR	L.48.5.	<p>Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog).</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud</p>

		<p>p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	<p>Communicate about current or removed events and/or objects.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Small Group</p>

p. 036 Investigation 1 Day 5 Choice Time
 p. 036 Investigation 1 Day 5 Large Group
 p. 037 Investigation 1 Day 5 Large-Group Roundup
 p. 037 Investigation 1 Day 5 Small Group
 p. 039 Investigation 2 Outdoor Experiences
 p. 040 Investigation 2 Day 1 Choice Time
 p. 040 Investigation 2 Day 1 Large Group
 p. 041 Investigation 2 Day 1 Large-Group Roundup
 p. 041 Investigation 2 Day 1 Read-Aloud
 p. 041 Investigation 2 Day 1 Small Group
 p. 042 Investigation 2 Day 2 Large Group
 p. 043 Investigation 2 Day 2 Choice Time
 p. 043 Investigation 2 Day 2 Large-Group Roundup
 p. 043 Investigation 2 Day 2 Small Group
 p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Choice Time
 p. 045 Investigation 2 Day 3 Large-Group Roundup
 p. 045 Investigation 2 Day 3 Read-Aloud
 p. 045 Investigation 2 Day 3 Small Group
 p. 046 Investigation 2 Day 4 Choice Time
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Large-Group Roundup
 p. 047 Investigation 2 Day 4 Small Group
 p. 048 Investigation 2 Day 5 Large Group
 p. 049 Investigation 2 Day 5 Choice Time
 p. 049 Investigation 2 Day 5 Large-Group Roundup
 p. 049 Investigation 2 Day 5 Read-Aloud
 p. 049 Investigation 2 Day 5 Small Group
 p. 051 Investigation 3 Outdoor Experiences
 p. 052 Investigation 3 Day 1 Choice Time
 p. 052 Investigation 3 Day 1 Large Group
 p. 053 Investigation 3 Day 1 Large-Group Roundup
 p. 053 Investigation 3 Day 1 Read-Aloud
 p. 053 Investigation 3 Day 1 Small Group
 p. 054 Investigation 3 Day 2 Choice Time
 p. 054 Investigation 3 Day 2 Large Group
 p. 055 Investigation 3 Day 2 Large-Group Roundup
 p. 055 Investigation 3 Day 2 Small Group
 p. 056 Investigation 3 Day 3 Choice Time
 p. 056 Investigation 3 Day 3 Large Group
 p. 057 Investigation 3 Day 3 Large-Group Roundup
 p. 057 Investigation 3 Day 3 Read-Aloud
 p. 057 Investigation 3 Day 3 Small Group
 p. 058 Investigation 3 Day 4 Large Group
 p. 059 Investigation 3 Day 4 Choice Time
 p. 059 Investigation 3 Day 4 Large-Group Roundup
 p. 059 Investigation 3 Day 4 Small Group
 p. 060 Investigation 3 Day 5 Choice Time
 p. 060 Investigation 3 Day 5 Large Group
 p. 061 Investigation 3 Day 5 Large-Group Roundup
 p. 061 Investigation 3 Day 5 Small Group
 p. 063 Investigation 4 Outdoor Experiences
 p. 064 Investigation 4 Day 1 Large Group
 p. 065 Investigation 4 Day 1 Choice Time
 p. 065 Investigation 4 Day 1 Large-Group Roundup
 p. 065 Investigation 4 Day 1 Small Group
 p. 066 Investigation 4 Day 2 Choice Time
 p. 066 Investigation 4 Day 2 Large Group
 p. 067 Investigation 4 Day 2 Large-Group Roundup
 p. 067 Investigation 4 Day 2 Small Group
 p. 068 Investigation 4 Day 3 Large Group
 p. 069 Investigation 4 Day 3 Choice Time
 p. 069 Investigation 4 Day 3 Large-Group Roundup
 p. 069 Investigation 4 Day 3 Small Group
 p. 070 Investigation 4 Day 4 Choice Time

		<p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Choice Time</p> <p>p. 075 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 076 Investigation 5 Day 2 Choice Time</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Choice Time</p> <p>p. 081 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 081 Investigation 5 Day 4 Small Group</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Small Group</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 086 Investigation 6 Day 1 Large Group</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 087 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 088 Investigation 6 Day 2 Large Group</p> <p>p. 089 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 090 Investigation 6 Day 3 Choice Time</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 091 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 093 Investigation 6 Day 4 Choice Time</p> <p>p. 093 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 106 Celebrating Learning Day 1 Choice Time</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 108 Celebrating Learning Day 2 Choice Time</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	<p>Use basic grammar rules including irregular past tense and questions.</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p>

		<p>p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.48.9.	<p>Use speech that is mostly intelligible to familiar and unfamiliar adults.</p> <p><u>Trees Study</u> p. 042 Investigation 2 Day 2 Large Group p. 093 Investigation 6 Day 4 Small Group</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	<p>Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL	L.60.	4 to 5 years

EXPECTATION		
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”). <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. <u>Trees Study</u> p. 042 Investigation 2 Day 2 Large Group p. 093 Investigation 6 Day 4 Small Group
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group

		<p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigagtion 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Small Group</p>
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STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.

GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	<p>Answer simple who, what, where and why questions.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Small Group</p>

STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	<p>Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time</p>

p. 043 Investigation 2 Day 2 Large-Group Roundup
 p. 043 Investigation 2 Day 2 Small Group
 p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Choice Time
 p. 045 Investigation 2 Day 3 Large-Group Roundup
 p. 045 Investigation 2 Day 3 Read-Aloud
 p. 045 Investigation 2 Day 3 Small Group
 p. 046 Investigation 2 Day 4 Choice Time
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Large-Group Roundup
 p. 047 Investigation 2 Day 4 Small Group
 p. 048 Investigation 2 Day 5 Large Group
 p. 049 Investigation 2 Day 5 Choice Time
 p. 049 Investigation 2 Day 5 Large-Group Roundup
 p. 049 Investigation 2 Day 5 Read-Aloud
 p. 049 Investigation 2 Day 5 Small Group
 p. 051 Investigation 3 Outdoor Experiences
 p. 052 Investigation 3 Day 1 Choice Time
 p. 052 Investigation 3 Day 1 Large Group
 p. 053 Investigation 3 Day 1 Large-Group Roundup
 p. 053 Investigation 3 Day 1 Read-Aloud
 p. 053 Investigation 3 Day 1 Small Group
 p. 054 Investigation 3 Day 2 Choice Time
 p. 054 Investigation 3 Day 2 Large Group
 p. 055 Investigation 3 Day 2 Large-Group Roundup
 p. 055 Investigation 3 Day 2 Small Group
 p. 056 Investigation 3 Day 3 Choice Time
 p. 056 Investigation 3 Day 3 Large Group
 p. 057 Investigation 3 Day 3 Large-Group Roundup
 p. 057 Investigation 3 Day 3 Read-Aloud
 p. 057 Investigation 3 Day 3 Small Group
 p. 058 Investigation 3 Day 4 Large Group
 p. 059 Investigation 3 Day 4 Choice Time
 p. 059 Investigation 3 Day 4 Large-Group Roundup
 p. 059 Investigation 3 Day 4 Small Group
 p. 060 Investigation 3 Day 5 Choice Time
 p. 060 Investigation 3 Day 5 Large Group
 p. 061 Investigation 3 Day 5 Large-Group Roundup
 p. 061 Investigation 3 Day 5 Small Group
 p. 063 Investigation 4 Outdoor Experiences
 p. 064 Investigation 4 Day 1 Large Group
 p. 065 Investigation 4 Day 1 Choice Time
 p. 065 Investigation 4 Day 1 Large-Group Roundup
 p. 065 Investigation 4 Day 1 Small Group
 p. 066 Investigation 4 Day 2 Choice Time
 p. 066 Investigation 4 Day 2 Large Group
 p. 067 Investigation 4 Day 2 Large-Group Roundup
 p. 067 Investigation 4 Day 2 Small Group
 p. 068 Investigation 4 Day 3 Large Group
 p. 069 Investigation 4 Day 3 Choice Time
 p. 069 Investigation 4 Day 3 Large-Group Roundup
 p. 069 Investigation 4 Day 3 Small Group
 p. 070 Investigation 4 Day 4 Choice Time
 p. 070 Investigation 4 Day 4 Large Group
 p. 070 Investigation 4 Day 4 Large-Group Roundup
 p. 070 Investigation 4 Day 4 Small Group
 p. 074 Investigation 5 Day 1 Large Group
 p. 075 Investigation 5 Day 1 Choice Time
 p. 075 Investigation 5 Day 1 Large-Group Roundup
 p. 075 Investigation 5 Day 1 Read-Aloud
 p. 075 Investigation 5 Day 1 Small Group
 p. 076 Investigation 5 Day 2 Choice Time
 p. 076 Investigation 5 Day 2 Large Group
 p. 077 Investigation 5 Day 2 Large-Group Roundup
 p. 077 Investigation 5 Day 2 Small Group

		<p>p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Large-Group Roundup p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large-Group Roundup p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	Use language to share ideas and gain information. <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group

STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	<p>Select fiction and nonfiction books to be read and attend with interest.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Read-Aloud</p>

		<p>p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Mighty Minutes p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	<p>Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Read-Aloud p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 047 Investigation 2 Day 4 Read-Aloud p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Read-Aloud p. 051 Investigation 3 Outdoor Experiences p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group</p>

		<p>p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Mighty Minutes p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	L.48.14.	<p>Ask and answer simple who, what, where and why questions related to story or text.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group</p>

		<p>p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.48.15.	<p>Make predictions and/or ask questions about the text by examining the title, cover, pictures.</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud</p>

		p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.60.11.	Independently choose to “read” books and select a variety of texts including fiction and nonfiction. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 029 Investigation 1 Day 1 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Choice Time

		<p>p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	L.60.13.	<p>Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).</p> <p><u>Trees Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time p. 029 Investigation 1 Day 1 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigagtion 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud</p>

		<p>p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	L.60.14.	<p>Use connections between self and character, experience and emotions to increase comprehension.</p> <p><u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	<p>Look at pages of a book from left to right (or according to conventions of home language).</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.48.17.	<p>Recognize that print represents spoken words (e.g., first name in print, environmental labels).</p> <p><u>Trees Study</u> p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Small Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment. <u>Trees Study</u> p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Small Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language). <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.60.16.	Know that books have titles, authors, illustrators or photographers. <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud

		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.60.17.	Recognize words as a unit of print and that letters are grouped to form words. <u>Trees Study</u> p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.18.	Identify some familiar printed words out of context. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.60.19.	Begin to use awareness of letter sounds along with pictures to read words in text. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud

		<p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 055 Investigation 3 Day 2 Read-Aloud</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 4 Read-Aloud</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Read-Aloud</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 069 Investigation 4 Day 3 Read-Aloud</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 077 Investigation 5 Day 2 Read-Aloud</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Read-Aloud</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 081 Investigation 5 Day 4 Small Group</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 087 Investigation 6 Day 1 Read-Aloud</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 091 Investigation 6 Day 3 Read-Aloud</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	<p>Recognize and name known letters of the alphabet in familiar and unfamiliar words.</p> <p><u>Trees Study</u></p> <p>p. 017 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 019 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 021 Exploring the Topic Day 4 Mighty Minutes</p>

		<p>p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 6 Day 3 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.60.21.	<p>Make some letter-sound connections.</p> <p><u>Trees Study</u> p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	<p>Recognize rhyming words in songs, chants or poems.</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes</p>

		<p>p. 045 Investigation 2 Day 3 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 053 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 061 Investigation 3 Day 5 Read-Aloud p. 064 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 070 Investigation 4 Day 4 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 083 Investigation 5 Day 5 Mighty Minutes p. 089 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes</p>
INDICATOR	L.48.21.	<p>Identify when initial sounds in words are the same.</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Small Group p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes</p>
INDICATOR	L.48.22.	<p>Distinguish individual words in a sentence.</p> <p><u>Trees Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	<p>Produce rhyming words or words that have same initial sound.</p> <p><u>Trees Study</u></p>

		<p>p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Small Group p. 061 Investigation 3 Day 5 Read-Aloud p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 070 Investigation 4 Day 4 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 083 Investigation 5 Day 5 Mighty Minutes p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes</p>
INDICATOR	L.60.23.	<p>Recognize which words in a set of words begin with the same sound.</p> <p><u>Trees Study</u></p> <p>p. 015 Exploring the Topic Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Small Group p. 065 Investigation 4 Day 1 Small Group</p>

		<p>p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes</p>
INDICATOR	L.60.24.	<p>Distinguish syllables in words.</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 043 Investigation 2 Day 2 Mighty Minutes p. 082 Investigation 5 Day 5 Large Group p. 093 Investigation 6 Day 4 Mighty Minutes</p>
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		<u>Drawing and Writing</u>
INDICATOR	L.48.23.	<p>Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 078 Investigation 5 Day 3 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group</p>
INDICATOR	L.48.24.	<p>Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group</p>
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.

GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	<p>Draw original stories with a beginning, middle and end.</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	L.60.26.	<p>Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.</p> <p><u>Trees Study</u> p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group</p>
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.2.	<p>Imitate or spontaneously sing an entire verse of song.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group</p>

		<p>p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.48.3.	<p>Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group</p>

		<p>p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.48.4.	<p>Spontaneously sing songs and/or participate in songs with gestures.</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group</p>

		<p>p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Small Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Mighty Minutes p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	<p>Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge.</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time</p>

		<p>p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	<p>Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup</p>

		<p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 073 Investigation 5 Outdoor Experiences</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 077 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 091 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	<p>Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet).</p> <p><u>Trees Study</u></p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	<p>Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p>

		<p>p. 048 Investigation 2 Day 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.60.2.	<p>Invent own music through humming, singing, creating rhythms, etc.).</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group</p>

		<p>p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.60.3.	<p>Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group</p>

		<p>p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group</p>
INDICATOR	CA.60.4.	<p>Create music using their voices and/or a variety of instruments and materials.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage

		in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	<p>Use a variety of tools and materials to represent ideas through the visual arts.</p> <p><u>Trees Study</u> p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	<p>Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group</p>

		<p>p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	CA.60.7.	<p>Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off

		trees – sway arms, wiggle fingers, stretch, fall to ground). <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Small Group

		<p>p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	CA.48.9.	<p>Demonstrate increased appreciation of the work of others and identify preferences.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group</p>

		<p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 055 Investigation 3 Day 2 Read-Aloud</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 4 Read-Aloud</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Read-Aloud</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 069 Investigation 4 Day 3 Read-Aloud</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Read-Aloud</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Read-Aloud</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 081 Investigation 5 Day 4 Small Group</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 087 Investigation 6 Day 1 Read-Aloud</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 091 Investigation 6 Day 3 Read-Aloud</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	<p>Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p>

p. 020 Exploring the Topic Day 4 Large Group
 p. 021 Exploring the Topic Day 4 Small Group
 p. 022 Exploring the Topic Day 5 Large Group
 p. 023 Exploring the Topic Day 5 Large-Group Roundup
 p. 023 Exploring the Topic Day 5 Small Group
 p. 027 Investigation 1 Outdoor Experiences
 p. 028 Investigation 1 Day 1 Large Group
 p. 029 Investigation 1 Day 1 Read-Aloud
 p. 030 Investigation 1 Day 2 Large Group
 p. 032 Investigation 1 Day 3 Large Group
 p. 033 Investigation 1 Day 3 Read-Aloud
 p. 033 Investigation 1 Day 3 Small Group
 p. 034 Investigation 1 Day 4 Large Group
 p. 035 Investigation 1 Day 4 Large-Group Roundup
 p. 035 Investigation 1 Day 4 Small Group
 p. 036 Investigation 1 Day 5 Choice Time
 p. 036 Investigation 1 Day 5 Large Group
 p. 037 Investigation 1 Day 5 Large-Group Roundup
 p. 037 Investigation 1 Day 5 Read-Aloud
 p. 037 Investigation 1 Day 5 Small Group
 p. 042 Investigation 2 Day 2 Large Group
 p. 043 Investigation 2 Day 2 Read-Aloud
 p. 043 Investigation 2 Day 2 Small Group
 p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Small Group
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Small Group
 p. 048 Investigation 2 Day 5 Large Group
 p. 049 Investigation 2 Day 5 Small Group
 p. 052 Investigation 3 Day 1 Choice Time
 p. 053 Investigation 3 Day 1 Small Group
 p. 055 Investigation 3 Day 2 Read-Aloud
 p. 055 Investigation 3 Day 2 Small Group
 p. 057 Investigation 3 Day 3 Small Group
 p. 059 Investigation 3 Day 4 Read-Aloud
 p. 059 Investigation 3 Day 4 Small Group
 p. 060 Investigation 3 Day 5 Large Group
 p. 061 Investigation 3 Day 5 Read-Aloud
 p. 065 Investigation 4 Day 1 Choice Time
 p. 065 Investigation 4 Day 1 Read-Aloud
 p. 065 Investigation 4 Day 1 Small Group
 p. 067 Investigation 4 Day 2 Small Group
 p. 069 Investigation 4 Day 3 Read-Aloud
 p. 069 Investigation 4 Day 3 Small Group
 p. 070 Investigation 4 Day 4 Choice Time
 p. 070 Investigation 4 Day 4 Small Group
 p. 074 Investigation 5 Day 1 Large Group
 p. 075 Investigation 5 Day 1 Read-Aloud
 p. 076 Investigation 5 Day 2 Large Group
 p. 077 Investigation 5 Day 2 Read-Aloud
 p. 079 Investigation 5 Day 3 Choice Time
 p. 079 Investigation 5 Day 3 Read-Aloud
 p. 079 Investigation 5 Day 3 Small Group
 p. 081 Investigation 5 Day 4 Small Group
 p. 082 Investigation 5 Day 5 Choice Time
 p. 082 Investigation 5 Day 5 Large Group
 p. 083 Investigation 5 Day 5 Large-Group Roundup
 p. 083 Investigation 5 Day 5 Read-Aloud
 p. 083 Investigation 5 Day 5 Small Group
 p. 087 Investigation 6 Day 1 Choice Time
 p. 087 Investigation 6 Day 1 Read-Aloud
 p. 087 Investigation 6 Day 1 Small Group
 p. 088 Investigation 6 Day 2 Choice Time
 p. 089 Investigation 6 Day 2 Small Group
 p. 091 Investigation 6 Day 3 Read-Aloud

		<p>p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	<p>Say or sign the number sequence up to at least 10.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	<p>Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group</p>

		<p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	M.48.3.	<p>Count out a set of objects up to four.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	<p>Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p>

		<p>p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names
INDICATOR	M.60.1.	<p>Say or sign the number sequence up to at least 20.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Cardinality
INDICATOR	M.60.2.	<p>Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group</p>

		<p>p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	M.60.3.	<p>Count out a set of objects up to five.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	<p>Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group</p>

		<p>p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group</p>
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	<p>Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.</p> <p><u>Trees Study</u> p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group</p>
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	<p>Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.</p> <p><u>Trees Study</u> p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group</p>
INDICATOR	M.60.8.	<p>Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects).</p> <p><u>Trees Study</u> p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group</p>

		<p>p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	<p>Recognize measurable attribute of an object such as length, weight or capacity.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	<p>Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more).</p> <p><u>Trees Study</u> p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	<p>Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).</p> <p><u>Trees Study</u> p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group</p>

		p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	M.60.10.	Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Data
INDICATOR	M.60.11.	Represent data using a concrete object or picture graph according to one attribute. <u>Trees Study</u> p. 078 Investigation 5 Day 3 Large Group p. 093 Investigation 6 Day 4 Small Group

STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. <u>Trees Study</u> p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. <u>Trees Study</u> p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes. <u>Trees Study</u> p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent an object in the environment. <u>Trees Study</u> p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).

GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. <u>Trees Study</u> p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>Trees Study</u> p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials. <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time

		p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”). <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large-Group Roundup p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group

		<p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Choice Time</p> <p>p. 075 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 076 Investigation 5 Day 2 Choice Time</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 086 Investigation 6 Day 1 Large Group</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 087 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 088 Investigation 6 Day 2 Large Group</p> <p>p. 089 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 090 Investigation 6 Day 3 Choice Time</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 091 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 093 Investigation 6 Day 4 Choice Time</p> <p>p. 093 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 106 Celebrating Learning Day 1 Choice Time</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 108 Celebrating Learning Day 2 Choice Time</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years

INDICATOR		Investigating
INDICATOR	S.60.2.	<p>Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large-Group Roundup p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group</p>

		<p>p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 085 Investigation 6 Outdoor Experience p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large-Group Roundup p. 089 Investigation 6 Day 2 Small Group p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Small Group</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Using Evidence
INDICATOR	S.60.5.	<p>Begin to distinguish evidence from opinion.</p> <p><u>Trees Study</u> p. 106 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 2 Choice Time</p>
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Unity and Diversity of Life
INDICATOR	S.48.6.	<p>Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults.</p> <p><u>Trees Study</u> p. 087 Investigation 6 Day 1 Choice Time</p>
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.48.7.	<p>Explore how animals depend upon the environment for food, water and shelter.</p> <p><u>Trees Study</u> p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup</p>

		<p>p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 2 Read-Aloud p. 064 Investigation 4 Day 1 Large Group p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Unity and Diversity of Life
INDICATOR	S.60.8.	<p>Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).</p> <p><u>Trees Study</u> p. 034 Investigagtion 1 Day 4 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Read-Aloud p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other animals for food.

		<u>Trees Study</u> p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Read-Aloud p. 053 Investigation 3 Day 1 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). <u>Trees Study</u> p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Choice Time p. 055 Investigation 3 Day 2 Read-Aloud p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Small Group
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	Make predictions and conduct simple experiments to change direction, speed and distance objects move. <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 039 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time

		<p>p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group</p>
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	<p>Evaluate the appropriateness of a material for a given purpose based upon its properties.</p> <p><u>Trees Study</u> p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Choice Time p. 055 Investigation 3 Day 2 Read-Aloud p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Small Group</p>
INDICATOR	S.60.13.	<p>Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.).</p> <p><u>Trees Study</u> p. 087 Investigation 6 Day 1 Choice Time</p>
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Earth's Features and the Effects of Weather and Water
INDICATOR	S.48.10.	<p>Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.).</p> <p><u>Trees Study</u> p. 064 Investigation 4 Day 1 Large Group</p>
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL	S.48.	3 to 4 years

EXPECTATION		
INDICATOR		Earth and Human Activity
INDICATOR	S.48.12.	Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples). <u>Trees Study</u> p. 060 Investigation 3 Day 5 Large Group
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Earth and Human Activity
INDICATOR	S.60.15.	Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.). <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 047 Investigation 2 Day 4 Large-Group Roundup p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Read-Aloud p. 064 Investigation 4 Day 1 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 071 Investigation 4 Day 4 Read- Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Read-Aloud p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.

GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group

Book Discussion Card

State: Connecticut Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	<p>Help and cooperate in group.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	<p>Model or teach peers how to use materials or complete a task.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother</p>

		BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cause and Effect
INDICATOR	C.48.6.	Manipulate materials and communicate about the impact of own actions. <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	Try multiple uses of same materials and observe differing results. <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried

		BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	Describe emotions and feelings to trusted adults and peers.

		<u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	Describe self by referring to preferences, thoughts and feelings. <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STATE FRAMEWORK	SE.E.	Strand H: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Adult Relationships
INDICATOR	SE.60.15.	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood

		<p>BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	<p>Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.</p> <p><u>Book Discussion Card</u> BDC04: Little Red Riding Hood</p>
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	<p>Understand the reason for most basic safety rules at home, in familiar settings and in the community.</p> <p><u>Book Discussion Card</u> BDC04: Little Red Riding Hood</p>
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.5.	<p>Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog).</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson</p>

		<p>BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	<p>Communicate about current or removed events and/or objects.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	<p>Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess</p>

		<p>BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	<p>Maintain a topic of conversation over the course of several turns.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	<p>Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair</p>

		<p>BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	<p>Select fiction and nonfiction books to be read and attend with interest.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	<p>Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry</p>

		<p>BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	L.48.15.	<p>Make predictions and/or ask questions about the text by examining the title, cover, pictures.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	<p>With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man</p>

		<p>BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	L.60.14.	<p>Use connections between self and character, experience and emotions to increase comprehension.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		<u>Book Concepts</u>
INDICATOR	L.60.16.	<p>Know that books have titles, authors, illustrators or photographers.</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales</p>

		BDC22: The True Story of the 3 Little Pigs!
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom. <u>Book Discussion Card</u> BDC04: Little Red Riding Hood

Intentional Teaching Cards
State: Connecticut Early Learning and Development Standards
Subject: Early Childhood Education
Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	<p>Help and cooperate in group.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up</p>

		<p> M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P03: Twisted Pretzels P04: Kick High P08: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural </p>
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STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	<p>Model or teach peers how to use materials or complete a task.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals</p>

		<p>M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P03: Twisted Pretzels P04: Kick High P08: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	Identify similarities and differences in objects, people, events,

		<p>sounds based on one attribute (e.g., same or different colors, loud or soft sound).</p> <p><u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL12: Same Sound Sort LL48: D Is for Door LL56: Find the Matching Letter M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M06: Tallying M11: Graphing M14: Patterns M16: Show Me Five M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M39: Let's Go Fishing M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll SE09: Big Rule, Little Rule SE15: Making Choices SE20: Cleanup Time</p>
INDICATOR	C.48.8.	<p>Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language.</p> <p><u>Intentional Teaching Cards</u> LL14: Did You Ever See...? LL16: Tongue Twisters LL17: Walk a Letter LL47: The Name Game M01: Dinnertime M16: Show Me Five M22: Story Problems M23: Putting Puzzles Together M35: Action Patterns M45: Picture Patterns M49: Balancing Act M78: Math Collage P17: Balance on a Beam P23: Ways to Travel P26: Keep It Up P30: Mixing Paints P31: Tie-Dyed Towels SE02: Look Who's Here! SE03: Calm-Down Place SE09: Big Rule, Little Rule SE13: Conflict Resolution SE19: Friendship & Love Cards SE26: Making A Mural</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		<u>Problem Solving</u>
INDICATOR	C.48.9.	<p>Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.</p> <p><u>Intentional Teaching Cards</u> M01: Dinnertime</p>

		M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Symbolic Representation
INDICATOR	C.48.10.	Use or make a prop to represent an object (e.g., build a telephone). <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
INDICATOR	C.48.11.	Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter). <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
INDICATOR	C.48.12.	Represent people, places or things through simple drawings, movements and three-dimensional construction. <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL53: We're Going on a Trip LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M36: We're Going on an Adventure M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less). <u>Intentional Teaching Cards</u>

		<p>M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together</p>
INDICATOR	C.60.9.	<p>Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).</p> <p><u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together</p>
INDICATOR	C.60.10.	<p>Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...").</p> <p><u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL05: Jumping Beans LL07: Letters, Letters, Letters LL08: Memory Games LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL27: Writing Poems LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL40: What Was for Breakfast? LL41: Our Names, Our Things LL44: Rhyming Tubs LL45: Observational Drawing LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL56: Find the Matching Letter LL61: Color Hunt LL62: Retelling Wordless Books M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes</p>

		<p>M08: Baggie Ice Cream M11: Graphing M20: I'm Thinking of a Shape M23: Putting Puzzles Together M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M42: Straw Shapes M43: Pancakes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M50: The Farmer Builds a Fence M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE05: Character Feelings SE06: Talk About Feelings SE13: Conflict Resolution SE23: Related Consequences SE25: What Can We Build Together? SE26: Making A Mural</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Problem Solving
INDICATOR	C.60.11.	Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).

		<p><u>Intentional Teaching Cards</u> LL63: Investigating & Recording M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.12.	<p>Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand).</p> <p><u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure</p>
INDICATOR	C.60.13.	<p>Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.</p> <p><u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure</p>
INDICATOR	C.60.14.	<p>Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure).</p> <p><u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL53: We're Going on a Trip LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M36: We're Going on an Adventure M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board</p>
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.

GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Choosing and Planning
INDICATOR	C.48.13.	With adult assistance, choose activities and plan what to do. <u>Intentional Teaching Cards</u> SE08: Group Problem Solving SE09: Big Rule, Little Rule
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.48.15.	With adult assistance, stop and consider alternatives when encountering a problem. <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL08: Memory Games LL31: I Went Shopping LL33: Clothesline Storytelling LL44: Rhyming Tubs LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE14: Playing Together SE25: What Can We Build Together?
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Choosing and Planning
INDICATOR	C.60.15.	Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan. <u>Intentional Teaching Cards</u> SE08: Group Problem Solving SE09: Big Rule, Little Rule

STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a problem. <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years

INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	<p>Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways.</p> <p><u>Intentional Teaching Cards</u> LL19: Silly Names SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural</p>
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	<p>Describe emotions and feelings to trusted adults and peers.</p> <p><u>Intentional Teaching Cards</u> LL19: Silly Names SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements</p>

		SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Sense of self
INDICATOR	SE.48.9.	Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills. <u>Intentional Teaching Cards</u> LL41: Our Names, Our Things
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	Describe self by referring to preferences, thoughts and feelings. <u>Intentional Teaching Cards</u> LL19: Silly Names SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural
STATE FRAMEWORK	SE.E.	Strand H: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Adult Relationships
INDICATOR	SE.60.15.	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. <u>Intentional Teaching Cards</u> SE10: My Turn at the Microphone
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health

STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Mobility
INDICATOR	PH.48.1.	Walk up and down stairs alternating feet while carrying an object. <u>Intentional Teaching Cards</u> P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.48.2.	Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives. <u>Intentional Teaching Cards</u> M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.48.3.	Hop on one foot. <u>Intentional Teaching Cards</u> P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.48.4.	Kick ball at target a short distance away with accuracy and speed. <u>Intentional Teaching Cards</u> M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P25: Kick Hard

INDICATOR	PH.48.5.	Throw small ball overhand at target a short distance away with accuracy. <u>Intentional Teaching Cards</u> M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P25: Kick Hard
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	Alternate direction while running and stop easily without losing balance. <u>Intentional Teaching Cards</u> P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.60.2.	Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle). <u>Intentional Teaching Cards</u> M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).

		<p><u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	<p>Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft.</p> <p><u>Intentional Teaching Cards</u> LL04: Bookmaking LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M42: Straw Shapes M45: Picture Patterns M60: Morning, Noon, and Night M78: Math Collage M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board SE26: Making A Mural</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.

GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	<p>Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).</p> <p><u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	<p>Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar).</p> <p><u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural</p>
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement.

		<u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	Pour liquid from a small pitcher. <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.60.6.	Use butter knife to spread and cut. Open most containers to remove food. <u>Intentional Teaching Cards</u>

		M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community. <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts. <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary LL48: D Is for Door LL53: We're Going on a Trip LL55: Dance & Remember M02: Counting & Comparing M06: Tallying M17: Guessing Jar M20: I'm Thinking of a Shape M26: Huff & Puff M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls M47: My Shadow and I M49: Balancing Act M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far

		<p>P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural</p>
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	<p>Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary LL48: D Is for Door LL53: We're Going on a Trip LL55: Dance & Remember M02: Counting & Comparing M06: Tallying M17: Guessing Jar M20: I'm Thinking of a Shape M26: Huff & Puff M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls M47: My Shadow and I M49: Balancing Act M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels</p>

		<p>P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural</p>
INDICATOR	L.60.2.	<p>Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary LL48: D Is for Door LL53: We're Going on a Trip LL55: Dance & Remember M02: Counting & Comparing M06: Tallying M17: Guessing Jar M20: I'm Thinking of a Shape M26: Huff & Puff M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls M47: My Shadow and I M49: Balancing Act M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors</p>

		<p>P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	<p>Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.</p> <p><u>Intentional Teaching Cards</u> LL43: Introducing New Vocabulary LL53: We're Going on a Trip M06: Tallying M55: Stepping Stones</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	<p>Communicate about current or removed events and/or objects.</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web</p>

LL30: Knowing Our Friends
 LL31: I Went Shopping
 LL32: Describing Art
 LL34: Alphabet Books
 LL35: Fruit Salad
 LL36: Salsa
 LL37: Roll-Ups
 LL38: Hummus
 LL41: Our Names, Our Things
 LL43: Introducing New Vocabulary
 LL44: Rhyming Tubs
 LL45: Observational Drawing
 LL47: The Name Game
 LL49: Vegetable Soup
 LL53: We're Going on a Trip
 LL54: Asking Questions
 LL55: Dance & Remember
 LL56: Find the Matching Letter
 LL59: Question Basket
 LL61: Color Hunt
 M01: Dinnertime
 M02: Counting & Comparing
 M07: Ice Cubes
 M09: Bigger Than, Smaller Than, Equal To
 M12: Measure & Compare
 M14: Patterns
 M16: Show Me Five
 M17: Guessing Jar
 M18: Bounce & Count
 M20: I'm Thinking of a Shape
 M21: Geoboards
 M25: The Long and Short of It
 M31: Lining It Up
 M32: Which Container Holds More?
 M34: Cover Up
 M36: We're Going on an Adventure
 M38: Patterns Under Cover
 M39: Let's Go Fishing
 M40: Cube Trains
 M41: Making Numerals
 M42: Straw Shapes
 M44: Musical Water
 M45: Picture Patterns
 M46: Nesting Dolls
 M47: My Shadow and I
 M48: Wash Day
 M49: Balancing Act
 M50: The Farmer Builds a Fence
 M53: Black Bean Corn Salad
 M54: Gingerbread Cookies
 M56: Where's the Beanbag?
 M58: Missing Lids
 M59: More or Fewer Towers
 M60: Morning, Noon, and Night
 M61: Shake, Rattle, and Roll
 M62: How Big Around?
 M77: Board Games
 M79: Ping-Pong Pick-Up
 P01: Let's Sew
 P02: Play Dough Weaving
 P03: Twisted Pretzels
 P04: Kick High
 P05: Throw Hard, Throw Far
 P06: Catching With a Scoop
 P07: Balloon Catch

		<p>P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural</p>
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	<p>Use basic grammar rules including irregular past tense and questions.</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording</p>

		SE01: Site Visits SE10: My Turn at the Microphone
INDICATOR	L.48.9.	Use speech that is mostly intelligible to familiar and unfamiliar adults. <u>Intentional Teaching Cards</u> LL43: Introducing New Vocabulary LL53: We're Going on a Trip M06: Tallying M55: Stepping Stones
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer"). <u>Intentional Teaching Cards</u> M44: Musical Water M46: Nesting Dolls M48: Wash Day M49: Balancing Act M58: Missing Lids M59: More or Fewer Towers
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. <u>Intentional Teaching Cards</u> LL43: Introducing New Vocabulary LL53: We're Going on a Trip M06: Tallying M55: Stepping Stones
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns. <u>Intentional Teaching Cards</u> LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print

LL24: Lemonade
LL26: Searching the Web
LL30: Knowing Our Friends
LL31: I Went Shopping
LL32: Describing Art
LL34: Alphabet Books
LL35: Fruit Salad
LL36: Salsa
LL37: Roll-Ups
LL38: Hummus
LL41: Our Names, Our Things
LL43: Introducing New Vocabulary
LL44: Rhyming Tubs
LL45: Observational Drawing
LL47: The Name Game
LL49: Vegetable Soup
LL53: We're Going on a Trip
LL54: Asking Questions
LL55: Dance & Remember
LL56: Find the Matching Letter
LL59: Question Basket
LL61: Color Hunt
M01: Dinnertime
M02: Counting & Comparing
M07: Ice Cubes
M09: Bigger Than, Smaller Than, Equal To
M12: Measure & Compare
M14: Patterns
M16: Show Me Five
M17: Guessing Jar
M18: Bounce & Count
M20: I'm Thinking of a Shape
M21: Geoboards
M25: The Long and Short of It
M31: Lining It Up
M32: Which Container Holds More?
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M60: Morning, Noon, and Night
M61: Shake, Rattle, and Roll
M62: How Big Around?
M77: Board Games
M79: Ping-Pong Pick-Up
P01: Let's Sew
P02: Play Dough Weaving
P03: Twisted Pretzels
P04: Kick High
P05: Throw Hard, Throw Far

		<p>P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	<p>Answer simple who, what, where and why questions.</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing</p>

		LL03: Alphabet Cards LL04: Bookmaking LL18: What's Missing? LL26: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We're Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together?
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other person says and/or by asking questions. <u>Intentional Teaching Cards</u> LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping

LL32: Describing Art
 LL34: Alphabet Books
 LL35: Fruit Salad
 LL36: Salsa
 LL37: Roll-Ups
 LL38: Hummus
 LL41: Our Names, Our Things
 LL43: Introducing New Vocabulary
 LL44: Rhyming Tubs
 LL45: Observational Drawing
 LL47: The Name Game
 LL49: Vegetable Soup
 LL53: We're Going on a Trip
 LL54: Asking Questions
 LL55: Dance & Remember
 LL56: Find the Matching Letter
 LL59: Question Basket
 LL61: Color Hunt
 LL63: Investigating & Recording
 M01: Dinnertime
 M02: Counting & Comparing
 M07: Ice Cubes
 M09: Bigger Than, Smaller Than, Equal To
 M12: Measure & Compare
 M14: Patterns
 M16: Show Me Five
 M17: Guessing Jar
 M18: Bounce & Count
 M20: I'm Thinking of a Shape
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 M36: We're Going on an Adventure
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 M54: Gingerbread Cookies
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 M58: Missing Lids
 M59: More or Fewer Towers
 M60: Morning, Noon, and Night
 M61: Shake, Rattle, and Roll
 M62: How Big Around?
 M77: Board Games
 M79: Ping-Pong Pick-Up
 P01: Let's Sew
 P02: Play Dough Weaving
 P03: Twisted Pretzels
 P04: Kick High
 P05: Throw Hard, Throw Far
 P06: Catching With a Scoop
 P07: Balloon Catch
 P08: Cutting With Scissors

		<p>P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural</p>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	<p>Use language to share ideas and gain information.</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone</p>

STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	Select fiction and nonfiction books to be read and attend with interest. <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M30: Buried Shapes M40: Cube Trains M41: Making Numerals P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text. <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL33: Clothesline Storytelling LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers

		<p>M39: Let's Go Fishing M41: Making Numerals M43: Pancakes M47: My Shadow and I M50: The Farmer Builds a Fence M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M57: Yogurt Fruit Dip M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!</p>
INDICATOR	L.48.14.	<p>Ask and answer simple who, what, where and why questions related to story or text.</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL18: What's Missing? LL26: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We're Going on a Trip LL54: Asking Questions LL63: Investigating & Recording M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones</p>

		<p>M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together?</p>
INDICATOR	L.48.15.	<p>Make predictions and/or ask questions about the text by examining the title, cover, pictures.</p> <p><u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten M34: Cover Up SE05: Character Feelings</p>
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	<p>With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL46: Storyboard LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL62: Retelling Wordless Books M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix</p>

		<p>M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops SE05: Character Feelings</p>
INDICATOR	L.60.13.	<p>Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL62: Retelling Wordless Books M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops</p>
INDICATOR	L.60.14.	<p>Use connections between self and character, experience and emotions to increase comprehension.</p> <p><u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten SE05: Character Feelings</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		<u>Book Concepts</u>
INDICATOR	L.48.16.	Look at pages of a book from left to right (or according to conventions of home language).

		<p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage</p>
INDICATOR	L.48.17.	<p>Recognize that print represents spoken words (e.g., first name in print, environmental labels).</p> <p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL25: What's for Snack? LL28: Stick Letters LL31: I Went Shopping LL47: The Name Game M08: Baggie Ice Cream</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	<p>Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.</p> <p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL25: What's for Snack? LL28: Stick Letters LL31: I Went Shopping LL47: The Name Game M08: Baggie Ice Cream</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	<p>Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix</p>

		<p>M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage</p>
INDICATOR	L.60.16.	<p>Know that books have titles, authors, illustrators or photographers.</p> <p><u>Intentional Teaching Cards</u> LL34: Alphabet Books LL38: Hummus SE05: Character Feelings</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		<u>Print Concepts</u>
INDICATOR	L.60.18.	<p>Identify some familiar printed words out of context.</p> <p><u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL54: Asking Questions M08: Baggie Ice Cream M20: I'm Thinking of a Shape M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread</p>

		<p>M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops SE02: Look Who's Here!</p>
INDICATOR	L.60.19.	<p>Begin to use awareness of letter sounds along with pictures to read words in text.</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL07: Letters, Letters, Letters LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL15: Textured Letters LL16: Tongue Twisters LL17: Walk a Letter LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count</p>

		<p>M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M40: Cube Trains M43: Pancakes M45: Picture Patterns M47: My Shadow and I M48: Wash Day M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE20: Cleanup Time SE21: Sunshine Message Board SE26: Making A Mural</p>
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years

INDICATOR		Letter Recognition
INDICATOR	L.60.20.	<p>Recognize and name known letters of the alphabet in familiar and unfamiliar words.</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL41: Our Names, Our Things LL42: Daily Sign-In LL46: Storyboard LL47: The Name Game LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL56: Find the Matching Letter M04: Number Cards</p>
INDICATOR	L.60.21.	<p>Make some letter-sound connections.</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL07: Letters, Letters, Letters LL10: Rhyming Chart LL12: Same Sound Sort LL15: Textured Letters LL16: Tongue Twisters LL17: Walk a Letter LL19: Silly Names LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL32: Describing Art LL40: What Was for Breakfast? LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL54: Asking Questions LL56: Find the Matching Letter M27: Peach Cobbler</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL	L.48.	3 to 4 years

EXPECTATION		
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	<p>Recognize rhyming words in songs, chants or poems.</p> <p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL27: Writing Poems LL31: I Went Shopping LL44: Rhyming Tubs M13: Nursery Rhyme Count M19: Which Has More? M37: Secret Numbers</p>
INDICATOR	L.48.21.	<p>Identify when initial sounds in words are the same.</p> <p><u>Intentional Teaching Cards</u> LL12: Same Sound Sort LL16: Tongue Twisters LL19: Silly Names LL23: Playing with Environmental Print LL29: Making My Name LL30: Knowing Our Friends LL47: The Name Game LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording</p>
INDICATOR	L.48.22.	<p>Distinguish individual words in a sentence.</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint</p>
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	<p>Produce rhyming words or words that have same initial sound.</p> <p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL16: Tongue Twisters LL19: Silly Names LL23: Playing with Environmental Print LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL44: Rhyming Tubs LL47: The Name Game LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books</p>

		LL63: Investigating & Recording M13: Nursery Rhyme Count M19: Which Has More? M37: Secret Numbers
INDICATOR	L.60.23.	Recognize which words in a set of words begin with the same sound. <u>Intentional Teaching Cards</u> LL12: Same Sound Sort LL16: Tongue Twisters LL19: Silly Names LL23: Playing with Environmental Print LL29: Making My Name LL30: Knowing Our Friends LL47: The Name Game LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
INDICATOR	L.60.24.	Distinguish syllables in words. <u>Intentional Teaching Cards</u> LL52: Tap It, Clap It, Stomp It, Jump It
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		<u>Drawing and Writing</u>
INDICATOR	L.48.23.	Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). <u>Intentional Teaching Cards</u> LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
INDICATOR	L.48.24.	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. <u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL04: Bookmaking LL13: Shaving Cream Letters LL20: Baggie Books LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing

		LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end. <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M17: Guessing Jar M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
INDICATOR	L.60.26.	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word. <u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL04: Bookmaking LL07: Letters, Letters, Letters LL15: Textured Letters LL29: Making My Name LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.

GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	<p>Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.</p> <p><u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways</p>
INDICATOR	CA.48.2.	<p>Imitate or spontaneously sing an entire verse of song.</p> <p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See...? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P22: Follow the Leader SE20: Cleanup Time</p>
INDICATOR	CA.48.3.	<p>Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).</p> <p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See...? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P12: Exploring Pathways P22: Follow the Leader SE20: Cleanup Time</p>
INDICATOR	CA.48.4.	<p>Spontaneously sing songs and/or participate in songs with gestures.</p> <p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See...? LL15: Textured Letters LL18: What's Missing?</p>

		LL26: Searching the Web LL30: Knowing Our Friends LL44: Rhyming Tubs LL47: The Name Game LL48: D Is for Door LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M03: Seek & Find M04: Number Cards M10: Biscuits M13: Nursery Rhyme Count M19: Which Has More? M21: Geoboards M29: Apple Bread M30: Buried Shapes M32: Which Container Holds More? M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M50: The Farmer Builds a Fence M52: Modeling Clay M58: Missing Lids M62: How Big Around? M63: Fishing Trip M73: Oatmeal Raisin Cookies M76: Orange Banana Yogurt Pops M77: Board Games P05: Throw Hard, Throw Far P06: Catching With a Scoop P11: Jump the River P12: Exploring Pathways P15: Dribble Kick P16: Body Part Balance P22: Follow the Leader P24: Swing & Jump Rope P25: Kick Hard P27: Galloping SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE17: Supporting Children to Use Their Words SE20: Cleanup Time SE24: I Don't Like That!
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. <u>Intentional Teaching Cards</u> LL04: Bookmaking LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard

		LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns M60: Morning, Noon, and Night M66: OobEck M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board SE26: Making A Mural
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	Act out simple scenarios, taking on a familiar role for brief periods during dramatic play. <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL	CA.48.	3 to 4 years

EXPECTATION		
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). <u>Intentional Teaching Cards</u> P12: Exploring Pathways
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See...? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P12: Exploring Pathways P22: Follow the Leader SE20: Cleanup Time
INDICATOR	CA.60.2.	Invent own music through humming, singing, creating rhythms, etc.). <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See...? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P22: Follow the Leader SE20: Cleanup Time
INDICATOR	CA.60.3.	Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).

		<p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See...? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P22: Follow the Leader SE20: Cleanup Time</p>
INDICATOR	CA.60.4.	<p>Create music using their voices and/or a variety of instruments and materials.</p> <p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See...? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P22: Follow the Leader SE20: Cleanup Time</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	<p>Use a variety of tools and materials to represent ideas through the visual arts.</p> <p><u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural</p>

STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	<p>Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!</p>
INDICATOR	CA.60.7.	<p>Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule</p>

		SE24: I Don't Like That!
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). <u>Intentional Teaching Cards</u> P12: Exploring Pathways
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See...? LL16: Tongue Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find

M06: Tallying
M07: Ice Cubes
M08: Baggie Ice Cream
M11: Graphing
M13: Nursery Rhyme Count
M14: Patterns
M16: Show Me Five
M17: Guessing Jar
M24: Matzo Balls
M25: The Long and Short of It
M27: Peach Cobbler
M28: Applesauce
M29: Apple Bread
M31: Lining It Up
M33: Apple Oat Muffins
M34: Cover Up
M36: We're Going on an Adventure
M38: Patterns Under Cover
M40: Cube Trains
M43: Pancakes
M45: Picture Patterns
M47: My Shadow and I
M48: Wash Day
M51: Can You Find It?
M52: Modeling Clay
M53: Black Bean Corn Salad
M54: Gingerbread Cookies
M56: Where's the Beanbag?
M57: Yogurt Fruit Dip
M59: More or Fewer Towers
M60: Morning, Noon, and Night
M62: How Big Around?
M63: Fishing Trip
M64: Five-Layer Dip
M65: Cornbread
M66: OobEck
M67: Fruit Smoothies
M68: Trail Mix
M69: Cream Cheese & Strawberry Snacks
M70: Egg Salad
M71: Flat Bread
M72: Macaroni & Cheese
M73: Oatmeal Raisin Cookies
M74: Vegetable Stir Fry
M75: Sugar Cookies
M76: Orange Banana Yogurt Pops
P01: Let's Sew
P07: Balloon Catch
P09: Up and Away
P10: Jumping Rope
P15: Dribble Kick
P22: Follow the Leader
P23: Ways to Travel
P25: Kick Hard
P26: Keep It Up
P33: Obstacle Course
SE01: Site Visits
SE02: Look Who's Here!
SE04: Actively Listening to Children
SE05: Character Feelings
SE06: Talk About Feelings
SE07: Good-Byes
SE15: Making Choices
SE20: Cleanup Time
SE21: Sunshine Message Board

		SE26: Making A Mural
INDICATOR	CA.48.9.	<p>Demonstrate increased appreciation of the work of others and identify preferences.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See...? LL16: Tongue Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M40: Cube Trains</p>

		<p>M43: Pancakes M45: Picture Patterns M47: My Shadow and I M48: Wash Day M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE20: Cleanup Time SE21: Sunshine Message Board SE26: Making A Mural</p>
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	<p>Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See...?</p>

LL16: Tongue Twisters
LL18: What's Missing?
LL19: Silly Names
LL20: Baggie Books
LL23: Playing with Environmental Print
LL24: Lemonade
LL25: What's for Snack?
LL26: Searching the Web
LL27: Writing Poems
LL29: Making My Name
LL30: Knowing Our Friends
LL32: Describing Art
LL35: Fruit Salad
LL36: Salsa
LL37: Roll-Ups
LL38: Hummus
LL39: My Daily Journal
LL40: What Was for Breakfast?
LL41: Our Names, Our Things
LL42: Daily Sign-In
LL43: Introducing New Vocabulary
LL45: Observational Drawing
LL46: Storyboard
LL49: Vegetable Soup
LL53: We're Going on a Trip
LL54: Asking Questions
LL56: Find the Matching Letter
LL57: Photo Writing
LL62: Retelling Wordless Books
LL63: Investigating & Recording
M01: Dinnertime
M02: Counting & Comparing
M03: Seek & Find
M06: Tallying
M07: Ice Cubes
M08: Baggie Ice Cream
M11: Graphing
M13: Nursery Rhyme Count
M14: Patterns
M16: Show Me Five
M17: Guessing Jar
M24: Matzo Balls
M25: The Long and Short of It
M27: Peach Cobbler
M28: Applesauce
M29: Apple Bread
M31: Lining It Up
M33: Apple Oat Muffins
M34: Cover Up
M36: We're Going on an Adventure
M38: Patterns Under Cover
M40: Cube Trains
M43: Pancakes
M45: Picture Patterns
M47: My Shadow and I
M48: Wash Day
M51: Can You Find It?
M52: Modeling Clay
M53: Black Bean Corn Salad
M54: Gingerbread Cookies
M56: Where's the Beanbag?
M57: Yogurt Fruit Dip
M59: More or Fewer Towers
M60: Morning, Noon, and Night
M62: How Big Around?

		M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE20: Cleanup Time SE21: Sunshine Message Board SE26: Making A Mural
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10. <u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count

		<p>M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices</p>
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	<p>Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.</p> <p><u>Intentional Teaching Cards</u> LL22: Coupon Match LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers</p>

		<p>M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices</p>
INDICATOR	M.48.3.	<p>Count out a set of objects up to four.</p> <p><u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping</p>

		P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	Recognize written numerals up to at least five. <u>Intentional Teaching Cards</u> M04: Number Cards M37: Secret Numbers M41: Making Numerals M63: Fishing Trip M79: Ping-Pong Pick-Up
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry

		M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names
INDICATOR	M.60.1.	Say or sign the number sequence up to at least 20. <u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M02: Counting & Comparing M04: Number Cards M05: Sorting & Classifying M06: Tallying M13: Nursery Rhyme Count M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M37: Secret Numbers M39: Let's Go Fishing M61: Shake, Rattle, and Roll M63: Fishing Trip M68: Trail Mix M77: Board Games M78: Math Collage SE02: Look Who's Here!
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Cardinality
INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. <u>Intentional Teaching Cards</u> LL22: Coupon Match LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits

		<p>M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices</p>
INDICATOR	M.60.3.	<p>Count out a set of objects up to five.</p> <p><u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals</p>

		M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	Recognize written numerals up to at least 10. <u>Intentional Teaching Cards</u> M04: Number Cards M37: Secret Numbers M41: Making Numerals M63: Fishing Trip M79: Ping-Pong Pick-Up
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items. <u>Intentional Teaching Cards</u> M04: Number Cards M37: Secret Numbers
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards

		M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u>Intentional Teaching Cards</u>

		<p>M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage</p>
INDICATOR	M.60.8.	<p>Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects).</p> <p><u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	<p>Recognize measurable attribute of an object such as length, weight or capacity.</p> <p><u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? M64: Five-Layer Dip M65: Cornbread M66: OobEck M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P32: Math Journal</p>
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects

		(measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M11: Graphing M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). <u>Intentional Teaching Cards</u> LL38: Hummus LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up

		<p>M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? M64: Five-Layer Dip M65: Cornbread M66: OobEck M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P32: Math Journal</p>
INDICATOR	M.60.10.	<p>Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools.</p> <p><u>Intentional Teaching Cards</u> LL24: Lemonade LL38: Hummus LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? M64: Five-Layer Dip M65: Cornbread M66: OobEck M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops</p>

		P32: Math Journal
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Data
INDICATOR	M.60.11.	Represent data using a concrete object or picture graph according to one attribute. <u>Intentional Teaching Cards</u> M06: Tallying M11: Graphing
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. <u>Intentional Teaching Cards</u> M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag? P32: Math Journal
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes. <u>Intentional Teaching Cards</u> M20: I'm Thinking of a Shape M21: Geoboards

		M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids P32: Math Journal
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent an object in the environment. <u>Intentional Teaching Cards</u> M20: I'm Thinking of a Shape M21: Geoboards M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. <u>Intentional Teaching Cards</u> M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag? P32: Math Journal
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>Intentional Teaching Cards</u> M20: I'm Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids P32: Math Journal
DOMAIN / CONTENT	CT.S.	Science

STANDARD		
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Questioning and Defining Problems
INDICATOR	S.48.1.	Ask more detailed questions including the relationship between two things or cause and effect relationships. <u>Intentional Teaching Cards</u> LL54: Asking Questions M26: Huff & Puff SE01: Site Visits
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials. <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M18: Bounce & Count M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobEck

		<p>M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels SE01: Site Visits</p>
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	<p>Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died.").</p> <p><u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL07: Letters, Letters, Letters LL09: Pocket Storytelling: The Mitten LL15: Textured Letters LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL43: Introducing New Vocabulary LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL57: Photo Writing LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M15: Play Dough M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce</p>

		M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M39: Let's Go Fishing M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P12: Exploring Pathways P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Investigating
INDICATOR	S.60.2.	Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships. <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint

		LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M18: Bounce & Count M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P12: Exploring Pathways P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years

INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.48.7.	Explore how animals depend upon the environment for food, water and shelter. <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten LL26: Searching the Web M45: Picture Patterns
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other animals for food. <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten LL26: Searching the Web LL53: We're Going on a Trip M45: Picture Patterns
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.48.8.	Investigate how objects' speed and direction can be varied. <u>Intentional Teaching Cards</u> P12: Exploring Pathways
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). <u>Intentional Teaching Cards</u> LL21: Buried Treasures LL61: Color Hunt M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M09: Bigger Than, Smaller Than, Equal To M11: Graphing M58: Missing Lids
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	Make predictions and conduct simple experiments to change direction, speed and distance objects move. <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL24: Lemonade

		LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M18: Bounce & Count M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P12: Exploring Pathways
INDICATOR	S.60.11.	Determine cause and effect of push/pull/collision that make objects, start, stop and change direction. <u>Intentional Teaching Cards</u> M26: Huff & Puff P12: Exploring Pathways
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	Evaluate the appropriateness of a material for a given purpose based upon its properties.

		<u>Intentional Teaching Cards</u> LL21: Buried Treasures LL61: Color Hunt M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M09: Bigger Than, Smaller Than, Equal To M11: Graphing M58: Missing Lids
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.A.	Strand A: Early Learning experiences will support children to understand self, family and a diverse community.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Individual Development and Identity
INDICATOR	SS.48.1.	Identify physical characteristics of self (e.g., eyes, hair, skin, etc.). <u>Intentional Teaching Cards</u> LL41: Our Names, Our Things
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom. <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time

Mighty Minutes

State: Connecticut Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	<p>Help and cooperate in group.</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM02: Just Like Mine MM03: Purple Pants MM05: Silly Willy Walking MM06: This Is the Way MM11: What Is My Job? MM20: I Can Make a Circle MM22: Hot or Cold 3-D Shapes MM41: The Imaginary Ball MM53: Three Rowdy Children MM62: Where Can He Be? MM63: Going on a Journey MM67: Let's Stick Together MM68: I Have a Secret MM69: The Litter Monster MM71: Recycle Song MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet MM92: Name Cheer MM98: I Have One</p>
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	<p>Model or teach peers how to use materials or complete a task.</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM02: Just Like Mine MM03: Purple Pants MM05: Silly Willy Walking MM06: This Is the Way MM11: What Is My Job? MM20: I Can Make a Circle MM22: Hot or Cold 3-D Shapes MM41: The Imaginary Ball MM53: Three Rowdy Children MM62: Where Can He Be? MM63: Going on a Journey MM67: Let's Stick Together MM68: I Have a Secret MM69: The Litter Monster MM71: Recycle Song MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet</p>

		MM92: Name Cheer MM98: I Have One
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cause and Effect
INDICATOR	C.48.6.	Manipulate materials and communicate about the impact of own actions. <u>Mighty Minutes</u> MM69: The Litter Monster
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound). <u>Mighty Minutes</u> MM02: Just Like Mine MM68: I Have a Secret MM71: Recycle Song MM95: Sorting Syllables MM97: Shape Hunt
INDICATOR	C.48.8.	Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language. <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM26: Echo Clapping MM44: Two Plump Armadillos MM64: Paper Towel Rap MM90: Little Miss Muffet
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Symbolic Representation
INDICATOR	C.48.10.	Use or make a prop to represent an object (e.g., build a telephone). <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
INDICATOR	C.48.11.	Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter). <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
INDICATOR	C.48.12.	Represent people, places or things through simple drawings, movements and three-dimensional construction.

		<p><u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM64: Paper Towel Rap MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	<p>Try multiple uses of same materials and observe differing results.</p> <p><u>Mighty Minutes</u> MM69: The Litter Monster</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.10.	<p>Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...").</p> <p><u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM25: Freeze MM46: Strolling Through the Park MM48: Feely Box MM53: Three Rowdy Children MM61: Riddle, Riddle, What Is That? MM62: Where Can He Be? MM63: Going on a Journey MM74: Jack in the Box MM76: Describing Things MM97: Shape Hunt</p>
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.12.	<p>Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand).</p> <p><u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet</p>
INDICATOR	C.60.13.	<p>Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.</p> <p><u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake</p>

		MM84: Let's Make Letters MM90: Little Miss Muffet
INDICATOR	C.60.14.	Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure). <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM64: Paper Towel Rap MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Managing Separation
INDICATOR	SE.60.2.	Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult. <u>Mighty Minutes</u> MM63: Going on a Journey
STATE FRAMEWORK	SE.E.	Strand H: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Play/Friendship
INDICATOR	SE.48.13.	Interact with one or more children (including small groups) beginning to work together to build or complete a project. <u>Mighty Minutes</u> MM78: Hello Friends
INDICATOR	SE.48.14.	Interact with a variety of children in the program. <u>Mighty Minutes</u> MM78: Hello Friends
STATE FRAMEWORK	SE.E.	Strand H: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Play/Friendship
INDICATOR	SE.60.16.	Cooperate with peers through sharing and taking turns. <u>Mighty Minutes</u> MM78: Hello Friends
INDICATOR	SE.60.17.	Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships. <u>Mighty Minutes</u> MM78: Hello Friends
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health

STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Mobility
INDICATOR	PH.48.1.	Walk up and down stairs alternating feet while carrying an object. <u>Mighty Minutes</u> MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM34: The Wave MM48: Feely Box MM49: A Tree My Size MM67: Let's Stick Together MM68: I Have a Secret MM75: Busy Bees MM76: Describing Things
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.48.2.	Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives. <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM34: The Wave MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM67: Let's Stick Together
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	Alternate direction while running and stop easily without losing balance. <u>Mighty Minutes</u> MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM34: The Wave MM48: Feely Box MM49: A Tree My Size MM67: Let's Stick Together MM68: I Have a Secret MM75: Busy Bees MM76: Describing Things
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years

INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.60.2.	<p>Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle).</p> <p>Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM34: The Wave MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM67: Let's Stick Together</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	<p>Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).</p> <p>Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	<p>Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft.</p> <p>Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM64: Paper Towel Rap</p>
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	<p>Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).</p>

		<u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar). <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement. <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	Pour liquid from a small pitcher. <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.60.6.	Use butter knife to spread and cut. Open most containers to remove food. <u>Mighty Minutes</u> MM08: Clap the Missing Word

		MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	Communicate about current or removed events and/or objects. <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM68: I Have a Secret MM82: Let's Clean Up! MM90: Little Miss Muffet
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	Use basic grammar rules including irregular past tense and questions. <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer"). <u>Mighty Minutes</u> MM13: Simon Says MM75: Busy Bees
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns. <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM68: I Have a Secret MM82: Let's Clean Up! MM90: Little Miss Muffet
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years

INDICATOR		Language for Interaction
INDICATOR	L.48.11.	Answer simple who, what, where and why questions. Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other person says and/or by asking questions. Mighty Minutes MM45: I'm a Sturdy Oak Tree MM68: I Have a Secret MM82: Let's Clean Up! MM90: Little Miss Muffet MM92: Name Cheer MM98: I Have One
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	Use language to share ideas and gain information. Mighty Minutes MM92: Name Cheer MM98: I Have One
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	Select fiction and nonfiction books to be read and attend with interest. Mighty Minutes MM55: Mr. Forgetful MM63: Going on a Journey MM86: Listening Story
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or

		books)
INDICATOR	L.48.13.	<p>Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.</p> <p><u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow</p>
INDICATOR	L.48.14.	<p>Ask and answer simple who, what, where and why questions related to story or text.</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park</p>

		MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	Look at pages of a book from left to right (or according to conventions of home language). <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language). <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	L.60.17.	Recognize words as a unit of print and that letters are grouped to form words. <u>Mighty Minutes</u> MM47: Step Up
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.19.	Begin to use awareness of letter sounds along with pictures to read words in text. <u>Mighty Minutes</u> MM47: Step Up MM59: Clap the Beat MM97: Shape Hunt
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Mighty Minutes</u> MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air

		MM15: Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM83: Let's Make a Cake MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One
INDICATOR	L.60.21.	Make some letter-sound connections. <u>Mighty Minutes</u> MM47: Step Up
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	Recognize rhyming words in songs, chants or poems. <u>Mighty Minutes</u> MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky MM14: Scat Singing MM15: Say It, Show It MM18: I'm Thinking Of... MM27: Diddle, Diddle, Dumpling MM30: Bounce, Bounce, Bounce MM33: Thumbs Up MM41: The Imaginary Ball MM44: Two Plump Armadillos MM46: Strolling Through the Park MM51: High in the Tree MM53: Three Rowdy Children MM58: A-Hunting We Will Go MM62: Where Can He Be? MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up! MM83: Let's Make a Cake MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM96: The Old Man
INDICATOR	L.48.21.	Identify when initial sounds in words are the same. <u>Mighty Minutes</u> MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something

		MM17: Leaping Sounds MM18: I'm Thinking Of... MM19: I Spy With My Little Eye MM24: Dinky Do MM25: Freeze MM27: Diddle, Diddle, Dumpling MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	Produce rhyming words or words that have same initial sound. <u>Mighty Minutes</u> MM03: Purple Pants MM04: Riddle Dee Dee MM100: La, La, La MM12: Ticky Ricky MM14: Scat Singing MM15: Say It, Show It MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of... MM19: I Spy With My Little Eye MM24: Dinky Do MM25: Freeze MM27: Diddle, Diddle, Dumpling MM30: Bounce, Bounce, Bounce MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM41: The Imaginary Ball MM43: Bouncing Big Brown Balls MM44: Two Plump Armadillos MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM50: 1, 2, 3, What Do I See? MM51: High in the Tree MM53: Three Rowdy Children MM55: Mr. Forgetful MM58: A-Hunting We Will Go MM62: Where Can He Be? MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM76: Describing Things MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty

		MM82: Let's Clean Up! MM83: Let's Make a Cake MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM95: Sorting Syllables MM96: The Old Man
INDICATOR	L.60.23.	Recognize which words in a set of words begin with the same sound. <u>Mighty Minutes</u> MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of... MM19: I Spy With My Little Eye MM24: Dinky Do MM25: Freeze MM27: Diddle, Diddle, Dumpling MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables
INDICATOR	L.60.24.	Distinguish syllables in words. <u>Mighty Minutes</u> MM100: La, La, La MM17: Leaping Sounds MM40: Clap a Friend's Name MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end. <u>Mighty Minutes</u> MM64: Paper Towel Rap
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more

		<p>organized ways to same/different qualities of music.</p> <p><u>Mighty Minutes</u> MM66: Musical Junk</p>
INDICATOR	CA.48.2.	<p>Imitate or spontaneously sing an entire verse of song.</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow</p>
INDICATOR	CA.48.3.	<p>Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns</p>

		<p>MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow</p>
INDICATOR	CA.48.4.	<p>Spontaneously sing songs and/or participate in songs with gestures.</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM07: Hippity, Hoppity, How Many? MM08: Clap the Missing Word MM09: Writing in the Air MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM15: Say It, Show It MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM26: Echo Clapping MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty</p>

		MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. <u>Mighty Minutes</u> MM64: Paper Towel Rap
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	Act out simple scenarios, taking on a familiar role for brief periods during dramatic play. <u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive

		MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song

		<p>MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow</p>
INDICATOR	CA.60.2.	<p>Invent own music through humming, singing, creating rhythms, etc.).</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow</p>
INDICATOR	CA.60.3.	<p>Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word</p>

		<p>MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow</p>
INDICATOR	CA.60.4.	<p>Create music using their voices and/or a variety of instruments and materials.</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In</p>

		MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). <u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping

		<p>MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow</p>
INDICATOR	CA.60.7.	<p>Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.</p> <p><u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow</p>
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years

INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
INDICATOR	CA.48.9.	Demonstrate increased appreciation of the work of others and identify preferences. <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy). <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10. <u>Mighty Minutes</u> MM05: Silly Willy Walking MM07: Hippy, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man

STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set. Mighty Minutes MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
INDICATOR	M.48.3.	Count out a set of objects up to four. Mighty Minutes MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	Recognize written numerals up to at least five. Mighty Minutes MM80: Hickory, Dickory Dock
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. Mighty Minutes MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep

		MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Cardinality
INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. <u>Mighty Minutes</u> MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
INDICATOR	M.60.3.	Count out a set of objects up to five. <u>Mighty Minutes</u> MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	Recognize written numerals up to at least 10. <u>Mighty Minutes</u> MM80: Hickory, Dickory Dock
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.

		<u>Mighty Minutes</u> MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects). <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u>Mighty Minutes</u> MM19: I Spy With My Little Eye

		MM49: A Tree My Size MM75: Busy Bees
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>Mighty Minutes</u> MM02: Just Like Mine
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). <u>Mighty Minutes</u> MM02: Just Like Mine
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
INDICATOR	M.60.10.	Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools. <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. <u>Mighty Minutes</u>

		MM02: Just Like Mine
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be? MM86: Listening Story
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes. <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be? MM86: Listening Story
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years

INDICATOR		Questioning and Defining Problems
INDICATOR	S.48.1.	Ask more detailed questions including the relationship between two things or cause and effect relationships. <u>Mighty Minutes</u> MM67: Let's Stick Together
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials. <u>Mighty Minutes</u> MM66: Musical Junk
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died."). <u>Mighty Minutes</u> MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Investigating
INDICATOR	S.60.2.	Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships. <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion MM11: What Is My Job? MM13: Simon Says MM14: Scat Singing MM16: Nothing, Nothing, Something MM19: I Spy With My Little Eye MM29: Baa, Baa, Black Sheep MM31: What's Inside the Box? MM34: The Wave MM39: Let's Pretend MM44: Two Plump Armadillos MM45: I'm a Sturdy Oak Tree MM48: Feely Box MM49: A Tree My Size MM56: I Had a Little Nut Tree MM61: Riddle, Riddle, What Is That?

		MM63: Going on a Journey MM66: Musical Junk MM67: Let's Stick Together MM68: I Have a Secret MM69: The Litter Monster MM71: Recycle Song MM75: Busy Bees MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.48.7.	Explore how animals depend upon the environment for food, water and shelter. <u>Mighty Minutes</u> MM39: Let's Pretend MM44: Two Plump Armadillos MM94: Old MacDonald
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other animals for food. <u>Mighty Minutes</u> MM39: Let's Pretend MM44: Two Plump Armadillos MM94: Old MacDonald
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). <u>Mighty Minutes</u> MM11: What Is My Job? MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	Make predictions and conduct simple experiments to change

		direction, speed and distance objects move. <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	S.60.11.	Determine cause and effect of push/pull/collision that make objects, start, stop and change direction. <u>Mighty Minutes</u> MM67: Let's Stick Together
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	Evaluate the appropriateness of a material for a given purpose based upon its properties. <u>Mighty Minutes</u> MM11: What Is My Job? MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Earth's Features and the Effects of Weather and Water
INDICATOR	S.48.10.	Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.). <u>Mighty Minutes</u> MM69: The Litter Monster MM71: Recycle Song
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Earth and Human Activity
INDICATOR	S.48.12.	Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples). <u>Mighty Minutes</u> MM56: I Had a Little Nut Tree
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Earth and Human Activity
INDICATOR	S.60.15.	Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.).

		<u>Mighty Minutes</u> MM69: The Litter Monster MM71: Recycle Song
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Civic Ideals and Practices
INDICATOR	SS.48.7.	Participate in jobs and responsibilities at home, classroom or community. <u>Mighty Minutes</u> MM69: The Litter Monster
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		People, Places and Environments
INDICATOR	SS.60.4.	Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling. <u>Mighty Minutes</u> MM69: The Litter Monster MM71: Recycle Song
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Civic Ideals and Practices
INDICATOR	SS.60.6.	Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets). <u>Mighty Minutes</u> MM69: The Litter Monster
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.48.8.	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play. <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.60.7.	Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.

		Mighty Minutes MM01: The People in Your Neighborhood MM11: What Is My Job?
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