



Alignment of



The Creative Curriculum[®]
for Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
with
*Maryland Model for School Readiness***

This document aligns the content in *Maryland Model for School Readiness (MMSR) Framework and Standards for Prekindergarten* 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

Maryland State Department of Education. (2009). *Maryland model for school readiness (MMSR) framework and standards for prekindergarten*. Baltimore, MD: Author. Retrieved from <http://www.mdk12.org/instruction/ensure/MMSR/MMSRpkFrameworkAndStandards.pdf>

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Balls Study

State: *Maryland Model for School Readiness*

Subject: Early Childhood Education

Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	<p>Relate needs, wants, and feelings to others</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 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</p>
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	<p>Generate and follow classroom rules</p> <p><u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience</p>
EXPECTATION	1.A.4.b.	<p>Plan routine activities in the classroom with guidance</p> <p><u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience</p>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	<p>Initiate conversation with peers and adults</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>

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TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	<p>Listen to directions from peers and responds to simple tasks</p> <p><u>Balls Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p>
EXPECTATION	2.A.2.b.	<p>Understand rules of group activities with guidance</p> <p><u>Balls Study</u></p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p>
EXPECTATION	2.A.2.c.	<p>Speak of individual contributions and group accomplishments</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 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>

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TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	<p>Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</p> <p><u>Balls Study</u></p> <p>p. 15 Exploring the Topic Day 1 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. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p>

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TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	<p>Ask some questions about new things and experiences</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>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	<p>Listen to simple directions specific to the tasks</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experiences p. 39 Investigation 2 Day 2 Choice Time p. 41 Investigation 2 Day 3 Mighty Minutes p. 43 Investigation 3 Outdoor Experiences p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Small Group p. 83 Celebrating Learning Outdoor Experience</p>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	<p>Ask questions to seek ideas for new tasks</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>

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TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <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
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words <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

EXPECTATION	1.A.1.d.	<p>Classify words by initial sounds</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.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group</p>
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	<p>Repeat rhyming words</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. 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>
EXPECTATION	1.A.2.b.	<p>Repeat phrases and sentences with alliteration</p> <p><u>Balls Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group</p>

		p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words <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. 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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <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>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>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	<p>Recognize similarities and differences in letter shapes</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>
EXPECTATION	1.B.1.b.	<p>Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</p> <p><u>Balls Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 29 Investigation 1 Day 1 Small Group 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. 56 Investigation 4 Day 4 Choice Time p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 4 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>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	Identify and name some upper and lower case letters in words, especially those in the student's own name

		<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 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. 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
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading <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. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group 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. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Mighty Minutes 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. 65 Investigation 5 Day 2 Small Group 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. 85 Celebrating Learning Day 1 Read-Aloud p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.C.1.b.	Recite nursery rhymes, poems, and finger plays with expression <u>Balls Study</u> p. 71 Investigation 5 Day 5 Read-Aloud

TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	<p>Acquire new vocabulary through listening to a variety of texts on a daily basis</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. 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>
EXPECTATION	1.D.1.b.	<p>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</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. 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>
EXPECTATION	1.D.1.c.	<p>Ask questions about unknown objects and words related to topics discussed</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. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group 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. 45 Investigation 3 Day 1 Small Group</p>

		<p>p. 47 Investigation 3 Day 2 Read-Aloud 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. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud 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 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.D.1.d.	<p>Listen to and identify the meaning of content-specific vocabulary</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>
EXPECTATION	1.D.1.e.	<p>Identify some signs, labels, and environmental print</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>
EXPECTATION	1.D.1.f.	<p>Collect and play with favorite words</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. 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>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	<p>Use words to describe size, color, and shape</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. 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>

		<p>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. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Small Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Choice Time 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. 56 Investigation 4 Day 4 Choice Time 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 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 Mighty Minutes p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large 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 Mighty Minutes 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.84 Celebrating Learning Day 1 Large Groups</p>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	Use newly learned vocabulary on multiple occasions to reinforce meaning <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
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read <u>Balls Study</u> p. 41 Investigation 2 Day 3 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
EXPECTATION	1.E.1.b.	Understand that print conveys meaning <u>Balls Study</u> p. 41 Investigation 2 Day 3 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
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book <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. 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. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud
EXPECTATION	1.E.1.d.	Identify the title of a book <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>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</p>
EXPECTATION	1.E.1.e.	<p>Demonstrate that text is read from left to right and top to bottom</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>
EXPECTATION	1.E.1.f.	<p>Identify pictures, shapes, letters, and numerals</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Mighty Minutes 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 Mighty Minutes p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small 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 p. 40 Investigation 2 Day 3 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 47 Investigation 3 Day 2 Small Group p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Mighty Minutes p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 63 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes</p>

		p. 71 Investigation 5 Day 5 Small Group p.53 Investigation 4 Day 2 Small Group p.70 Investigation 5 Day 5 Choice Time
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.a.	Make connections to the text using illustrations/ photographs from prior knowledge <u>Balls Study</u> p. 41 Investigation 2 Day 3 Read-Aloud
EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic <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 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
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning <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. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 46 Investigation 3 Day 2 Large Group 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 Read-Aloud p. 63 Investigation 5 Day 1 Small Group
EXPECTATION	1.E.3.b.	Make and confirm predictions <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 Small Group

		<p>p. 23 Exploring the Topic Day 5 Read-Aloud</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. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 41 Investigation 2 Day 3 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 63 Investigation 5 Day 1 Read-Aloud</p> <p>p. 65 Investigation 5 Day 2 Read-Aloud</p>
EXPECTATION	1.E.3.c.	<p>Connect events, characters, and actions in stories to specific life experiences</p> <p><u>Balls Study</u></p> <p>p. 15 Exploring the Topic Day 1 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. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 67 Investigation 5 Day 3 Read-Aloud</p>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	<p>Recall information from text</p> <p><u>Balls Study</u></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. 17 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 21 Exploring the Topic Day 4 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 31 Investigation 1 Day 2 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Read-Aloud</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 41 Investigation 2 Day 3 Read-Aloud</p> <p>p. 45 Investigation 3 Day 1 Read-Aloud</p> <p>p. 47 Investigation 3 Day 2 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 63 Investigation 5 Day 1 Read-Aloud</p> <p>p. 65 Investigation 5 Day 2 Read-Aloud</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 67 Investigation 5 Day 3 Read-Aloud</p> <p>p. 69 Investigation 5 Day 4 Read-Aloud</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 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.E.4.b.	<p>Respond orally to questions</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. 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>
EXPECTATION	1.E.4.c.	<p>Respond to text in a variety of ways: Retell; Dramatize; Draw</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. 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. 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. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud</p>
EXPECTATION	1.E.4.e.	<p>Retell a story as though reading a book</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. 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. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud</p>
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	<p>Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources</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. 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>
EXPECTATION	2.A.1.b.	Listen to and read functional documents by following simple oral or

		rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules <u>Balls Study</u> p. 69 Investigation 5 Day 4 Small Group
EXPECTATION	2.A.1.c.	Listen to and use personal interest materials, such as books and magazines <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Large-Group Roundup 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
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Mighty Minutes p. 29 Investigation 1 Day 1 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text <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
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self-selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <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. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group

		<p>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. 45 Investigation 3 Day 1 Small Group p. 47 Investigation 3 Day 2 Read-Aloud 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. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Small Group 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. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	3.A.1.b.	<p>Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</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. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud 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 Read-Aloud p. 38 Investigation 2 Day 2 Large Group 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. 45 Investigation 3 Day 1 Small Group p. 47 Investigation 3 Day 2 Read-Aloud 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. 53 Investigation 4 Day 2 Mighty Minutes 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. 65 Investigation 5 Day 2 Small Group 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. 85 Celebrating Learning Day 1 Read-Aloud 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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts

EXPECTATION	3.A.2.a.	<p>Identify and explain how the title contributes to meaning</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. 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</p>
EXPECTATION	3.A.2.b.	<p>Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</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. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 46 Investigation 3 Day 2 Large Group 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 Read-Aloud p. 63 Investigation 5 Day 1 Small Group</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	<p>Identify the beginning and end of a story</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>
EXPECTATION	3.A.3.b.	<p>Identify the characters of a story</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. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud</p>

		p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	Identify rhyme, rhythm, and repetition in poems read to them <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 53 Investigation 4 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 86 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	Retell the story by sequencing the main events <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
EXPECTATION	3.A.6.b.	Identify a personal connection to the text <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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas <u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group

		<p>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</p>
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	<p>Write to express personal ideas using letter-like shapes, symbols, and letters</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. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group</p>
EXPECTATION	4.A.2.b.	<p>Contribute to a shared writing experience or topic of interest</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 67 Investigation 5 Day 3 Small Group</p>
EXPECTATION	4.A.2.c.	<p>Use drawings, letters, or symbols to express personal ideas</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. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group</p>
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	<p>Identify and use words to communicate feelings</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 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>

		p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.A.	Grammar
OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
EXPECTATION	5.A.1.a.	Use complete sentences to respond to questions <u>Balls Study</u> p. 35 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 3 Choice Time p. 43 Investigation 3 Outdoor Experiences p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words <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
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <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
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition <u>Balls Study</u> p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Balls Study</u>

		<p>p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experiences p. 39 Investigation 2 Day 2 Choice Time p. 41 Investigation 2 Day 3 Mighty Minutes p. 43 Investigation 3 Outdoor Experiences p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Small Group p. 83 Celebrating Learning Outdoor Experience</p>
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	<p>Speak clearly enough to be heard and understood in a variety of settings</p> <p><u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.a.	<p>Speak in a variety of situations to inform and/or relate experiences, such as retelling stories</p> <p><u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group p. 71 Investigation 5 Day 5 Large-Group Roundup</p>
EXPECTATION	7.A2.b.	<p>Use props in situations, such as show-and-tell</p> <p><u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 45 Investigation 3 Day 1 Read-Aloud 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. 65 Investigation 5 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	<p>Match patterns kinesthetically such as: clap/snap/clap...</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>

		<p>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>
EXPECTATION	1.A.2.b.	<p>Recognize simple patterns</p> <p><u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group</p>
EXPECTATION	1.A.2.c.	<p>Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern</p> <p><u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group</p>
EXPECTATION	1.A.2.e.	<p>Create a simple pattern of 2 different objects when given the rule</p> <p><u>Balls Study</u> p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup</p>
EXPECTATION	1.A.2.f.	<p>Identify patterns in real-world situations</p> <p><u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group</p>
TOPIC / INDICATOR	MA.1.	<p>KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.</p>
INDICATOR / PROFICIENCY LEVEL	1.B.	<p>Expression, Equations, and Inequalities</p>
OBJECTIVE	1.B.2.	<p>Identify inequalities</p>
EXPECTATION	1.B.2.a.	<p>Explore relationships by comparing groups of no more than 5 objects to determine more or less</p> <p><u>Balls Study</u> p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group</p>
TOPIC / INDICATOR	MA.2.	<p>KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.</p>
INDICATOR / PROFICIENCY LEVEL	2.A.	<p>Plane Geometric Figures</p>
OBJECTIVE	2.A.1.	<p>Recognize and use the attributes of plane geometric figures</p>
EXPECTATION	2.A.1.a.	<p>Sort objects by one attribute such as: shape, color, and size</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>

		p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Balls Study</u> p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 54 Investigation 4 Day 3 Large Group p.53 Investigation 4 Day 2 Small Group
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <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. 40 Investigation 2 Day 3 Choice Time 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. 63 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 4 Choice Time p. 70 Investigation 5 Day 5 Large Group 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
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares in the environment <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>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>
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <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. 32 Investigation 1 Day 3 Large 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. 70 Investigation 5 Day 5 Large Group
EXPECTATION	2.B.1.b.	Find solid figures in the environment <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>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>
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	<p>Tell position by using words such as: over, under, above, on, next to, below, beside, behind</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>
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	<p>Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder</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. 32 Investigation 1 Day 3 Large 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>

		p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
EXPECTATION	3.A.1.b.	Compare and describe objects according to a single attribute <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. 32 Investigation 1 Day 3 Large 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
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.a.	Measure length of objects <u>Balls Study</u> p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
EXPECTATION	3.B.1.b.	Explore the capacity of containers <u>Balls Study</u> p. 69 Investigation 5 Day 4 Small Group
EXPECTATION	3.B.1.c.	Explore the weight of objects <u>Balls Study</u> p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Balls Study</u> p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
EXPECTATION	6.A.1.c.	Construct relationships based on quantity <u>Balls Study</u> p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less <u>Balls Study</u> p. 37 Investigation 2 Day 1 Large-Group Roundup

		p. 37 Investigation 2 Day 1 Small Group
EXPECTATION	6.A.1.e.	<p>Count and discuss quantity</p> <p><u>Balls Study</u></p> <p>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. 51 Investigation 4 Day 1 Mighty Minutes 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>
EXPECTATION	6.A.1.g.	<p>Match a numeral to a set 0 to 5</p> <p><u>Balls Study</u></p> <p>p. 85 Celebrating Learning Day 1 Small Group</p>
EXPECTATION	6.A.1.h.	<p>Count to 10</p> <p><u>Balls Study</u></p> <p>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>
TOPIC / INDICATOR	MA.7.	PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.
INDICATOR / PROFICIENCY LEVEL	7.C.	Communication

OBJECTIVE	7.C.1.	Present mathematical ideas using words, symbols, visual displays, or technology
EXPECTATION	7.C.1.a.	Use multiple representations to express concepts or solutions <u>Balls Study</u> p. 71 Investigation 5 Day 5 Small Group
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 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. 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. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 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. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group

		<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. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time</p>
EXPECTATION	1.A.1.c.	<p>Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data</p> <p><u>Balls Study</u> p. 31 Investigation 1 Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time 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. 45 Investigation 3 Day 1 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group</p>
EXPECTATION	1.A.1.d.	<p>Explain that when a science investigation is done the way it was done before, we expect to get a very similar result</p> <p><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. 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>
EXPECTATION	1.A.1.e.	<p>Participate in multiple experiences to verify that science investigations generally work the same way in different places</p> <p><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. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group</p>

		<p>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>
EXPECTATION	1.A.1.f.	<p>Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 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. 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. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time</p>
EXPECTATION	1.A.1.g.	<p>Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences</p> <p><u>Balls Study</u> p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time</p>
TOPIC / INDICATOR	SC.1.	<p>SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2</p>
INDICATOR / PROFICIENCY LEVEL	1.B.	<p>Applying Evidence and Reasoning</p>
OBJECTIVE	1.B.1.	<p>People are more likely to believe your ideas if you can give good reasons for them</p>
EXPECTATION	1.B.1.a.	<p>Provide reasons for accepting or rejecting ideas examined</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. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group</p>

		<p>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. 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. 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. 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>
<p>EXPECTATION</p>	<p>1.B.1.b.</p>	<p>Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas</p> <p><u>Balls Study</u></p> <p>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>

		<p>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 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>
<p>EXPECTATION</p>	<p>1.B.1.c.</p>	<p>Explain why it is important to make some fresh observations when people give different descriptions of the same thing</p> <p><u>Balls Study</u></p> <p>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>

		<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> <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. 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 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. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Choice Time</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 Small Group</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 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. 65 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p> <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. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 86 Celebrating Learning Day 2 Choice Time</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.70 Investigation 5 Day 5 Choice Time</p>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare observations with those of others <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time

		<p>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. 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>
<p>EXPECTATION</p>	<p>1.C.1.b.</p>	<p>Describe and compare things in terms of number, shape, texture, size, weight, color, and motion</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>

		<p>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. 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>
<p>EXPECTATION</p>	<p>1.C.1.c.</p>	<p>Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)</p> <p><u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group</p>

		<p>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. 69 Investigation 5 Day 4 Read-Aloud</p>
EXPECTATION	1.C.1.d.	<p>Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean</p> <p><u>Balls Study</u> 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. 61 Investigation 5 Outdoor Experiences</p>
TOPIC / INDICATOR	SC.1.	<p>SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2</p>
INDICATOR / PROFICIENCY LEVEL	1.D.	<p>Technology</p>
OBJECTIVE	1.D.1.	<p>Design and make things with simple tools and a variety of materials.</p>
EXPECTATION	1.D.1.a.	<p>Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task</p> <p><u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time</p>
EXPECTATION	1.D.1.b.	<p>Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all</p> <p><u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time</p>
EXPECTATION	1.D.1.c.	<p>Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like</p> <p><u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time</p>
EXPECTATION	1.D.1.d.	<p>Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut)</p> <p><u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time</p>
EXPECTATION	1.D.1.e.	<p>Explain that sometimes it is not possible to make or do everything that is designed</p> <p><u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time</p>

TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.2.	Practice identifying the parts of things and how one part connects to and affects another
EXPECTATION	1.D.2.a.	Investigate a variety of objects to identify that most things are made of parts <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that they couldn't do by themselves <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts.

		<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. 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
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. <u>Balls Study</u> p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. <u>Balls Study</u> p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another <u>Balls Study</u> p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY	4.A.	Structure of Matter

LEVEL		
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	<p>Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.).</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 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. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Choice Time 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. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time 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. 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 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup</p>
EXPECTATION	4.A.1.b.	<p>Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).</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>

		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
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school. <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom. <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. <u>Balls Study</u> p.70 Investigation 5 Day 5 Choice Time
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and

		listening to performances of others
EXPECTATION	1.A.2.a.	<p>Sing songs that use the voice in a variety of ways</p> <p>Balls Study 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>
EXPECTATION	1.A.2.b.	<p>Listen to examples of adult male voices, adult female voices, and children’s voices</p> <p>Balls Study p. 29 Investigation 1 Day 1 Small Group</p>
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	<p>Express music through movement, developing the concept of personal space (“bubble space”)</p> <p>Balls Study p. 46 Investigation 3 Day 2 Large Group</p>
EXPECTATION	1.A.3.b.	<p>Respond to steady beat through locomotor and body movement</p> <p>Balls Study p. 46 Investigation 3 Day 2 Large Group</p>
EXPECTATION	1.A.3.c.	<p>Listen for simple directions or verbal cues in singing games</p> <p>Balls Study</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. 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>
EXPECTATION	1.A.3.d.	<p>Explore a variety of locomotor and nonlocomotor movements to show meter</p> <p><u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group</p>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	<p>Explore music used in daily living</p> <p><u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group</p>
EXPECTATION	2.B.1.b.	<p>Sing songs representative of different activities, holidays, and seasons in a variety of world cultures</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>

		<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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	<p>Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies</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>

		<p>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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
EXPECTATION	2.B.3.a.	<p>Explore creative expression through music, dance, creative dramatics, and the visual arts</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. 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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY	2.B.	Historical, Cultural, and Social Context

LEVEL		
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment <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
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the observed world <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
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY	1.A.	Aesthetic Education

LEVEL		
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	<p>Identify the subject matter of various works of art</p> <p>Balls Study</p> <p>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>
EXPECTATION	1.2.A.b.	<p>Use color, line, and shape to represent ideas visually from observation, memory, and imagination</p> <p>Balls Study</p> <p>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</p>
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education

OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks <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
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks <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
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	Observe works of art and identify ideas expressed by the artists <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>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>
EXPECTATION	2.B.1.b.	<p>Use selected works of art as inspiration to express ideas visually and verbally</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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	Discuss and describe artworks with common themes or similar ideas expressed

		<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>
EXPECTATION	2.B.2.b.	<p>Describe and share personal artworks</p> <p><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</p>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	<p>Discuss the subject matter of selected artworks</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>
<p>EXPECTATION</p>	<p>2.B.3.b.</p>	<p>Categorize the subject matter of artworks as the same or different</p> <p>Balls Study</p> <p>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>

		<p>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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment <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
EXPECTATION	2.B.4.b.	Explain and use a variety of visual arts processes to express ideas <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
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	Explore art media, processes, and techniques <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>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>
EXPECTATION	3.C.1.b.	<p>Manipulate art media, materials and tools safely</p> <p><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</p>
EXPECTATION	3.C.1.c.	<p>Create artworks that explore the uses of color, line, and shape, to express ideas</p> <p><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</p>
TOPIC / INDICATOR	FA-V.3.	<p>CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>
INDICATOR / PROFICIENCY LEVEL	3.C.	<p>Creative Expression and Production</p>
OBJECTIVE	3.C.2.	<p>Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p>
EXPECTATION	3.C.2.a.	<p>Explore ways images communicate ideas</p> <p><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</p>
EXPECTATION	3.C.2.b.	<p>Identify color, line, and shape in artworks</p> <p><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>

		p. 69 Investigation 5 Day 4 Read-Aloud
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <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
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	Listen to and perform nursery rhymes, finger plays, and popular books and other media <u>Balls Study</u>

		p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group
EXPECTATION	1.A.1.b.	Explore themes and ideas about people and events through improvisational play <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
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Small 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. 58 Investigation 4 Day 5 Large Group 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. 64 Investigation 5 Day 2 Choice Time

		<p>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.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time</p>
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	<p>Sing and move to a variety of traditional children’s songs from a variety of cultures</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. 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>
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.2.	Demonstrate knowledge of theatrical conventions as performers and as an audience
EXPECTATION	2.B.2.a.	Listen to and retell familiar stories and create accompaniment using

		natural and human-made sounds <u>Balls Study</u> p. 71 Investigation 5 Day 5 Read-Aloud
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.a.	Pantomime characters from books or rhymes <u>Balls Study</u> p. 71 Investigation 5 Day 5 Read-Aloud
EXPECTATION	3.C.1.b.	Use sound effects, costumes, and properties to enhance the quality of dramatic activities <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
EXPECTATION	3.C.1.c.	Explore the expressive qualities of a variety of locomotor and non-locomotor movements <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	3.C.1.d.	Improvise roles and behaviors associated with a variety of animals and professions <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes

		<p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</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. 39 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 45 Investigation 3 Day 1 Read-Aloud</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 53 Investigation 4 Day 2 Mighty Minutes</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 Mighty Minutes</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 65 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 71 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	<p>Recognize that a play has characters, dialogue, setting(s), and tells a story</p> <p><u>Balls Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 47 Investigation 3 Day 2 Small Group</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 Read-Aloud</p> <p>p. 58 Investigation 4 Day 5 Large Group</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. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p> <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.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p>

EXPECTATION	3.C.2.b.	<p>Observe and identify what characters do in a variety of settings</p> <p><u>Balls Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small 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. 58 Investigation 4 Day 5 Large Group 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. 64 Investigation 5 Day 2 Choice Time 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.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time</p>
EXPECTATION	3.C.2.c.	<p>Imitate the actions of observed characters and objects</p> <p><u>Balls Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small 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. 58 Investigation 4 Day 5 Large Group 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. 64 Investigation 5 Day 2 Choice Time 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.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time</p>
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	<p>Identify and discuss characters in stories</p> <p><u>Balls Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small 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. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Choice Time</p>

		<p>p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large-Group Roundup p. 64 Investigation 5 Day 2 Choice Time 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.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time</p>
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	<p>Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings</p> <p><u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group</p>
EXPECTATION	1.A.1.b.	<p>Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement</p> <p><u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group</p>
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	<p>Explore locomotor and non-locomotor movements using kinesthetic awareness</p> <p><u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group</p>
EXPECTATION	1.A.2.b.	<p>Respond to prompts related to timing while executing locomotor and non-locomotor movements</p> <p><u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group</p>
EXPECTATION	1.A.2.c.	<p>Perform and name selected dance movements</p> <p><u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group</p>
EXPECTATION	1.A.2.d.	<p>Reproduce movement demonstrated by the teacher</p> <p><u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group</p>
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education

OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	1.A.3.b.	Explore the uses of dance movements <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
EXPECTATION	2.B.1.a.	View dances from other cultures <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	2.B.2.b.	Create movements that express specific moods <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli

		<u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	3.C.2.c.	Use dance movement to tell stories <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels,

		and tempo in performances <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity <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
EXPECTATION	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping <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. 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. 61 Investigation 5 Outdoor Experiences
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <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. 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. 61 Investigation 5 Outdoor Experiences
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a

		<p>variety of movement patterns</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. 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>
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.C.	Skill Themes
OBJECTIVE	1.C.1.	Explore and experience skill themes
EXPECTATION	1.C.1.a.	<p>Demonstrate rolling a ball at an object</p> <p><u>Balls Study</u></p> <p>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 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Choice Time</p>

		<p>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>
<p>EXPECTATION</p>	<p>1.C.1.b.</p>	<p>Demonstrate throwing a ball</p> <p><u>Balls Study</u></p> <p>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 Read-Aloud p. 47 Investigation 3 Day 2 Small Group</p>

		<p>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>
<p>EXPECTATION</p>	<p>1.C.1.c.</p>	<p>Demonstrate striking a light weight object with different body parts</p> <p><u>Balls Study</u></p> <p>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 Read-Aloud</p>

		<p>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>
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	<p>Show how a body moves fast and slow</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>
EXPECTATION	2.A.1.b.	<p>Show how to move a body forward, backward, and sideways in open space</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>

		p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.B.	Balance
OBJECTIVE	2.B.1.	Identify balance through movement
EXPECTATION	2.B.1.a.	Show the ability to balance on one or more body parts <u>Balls Study</u> p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <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. 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. 61 Investigation 5 Outdoor Experiences
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance <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. 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. 61 Investigation 5 Outdoor Experiences
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity

OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	<p>Use person and general space safely in a physical activity setting to avoid injury</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. 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>

Beginning the Year
State: *Maryland Model for School Readiness*
Subject: Early Childhood Education
Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	<p>Relate needs, wants, and feelings to others</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>
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.3.	Show self-direction in familiar settings
EXPECTATION	1.A.3.b.	<p>Care for own belongings with occasional reminders</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. 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</p>
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	<p>Generate and follow classroom rules</p> <p><u>Beginning the Year</u></p>

		<p>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>
EXPECTATION	1.A.4.b.	<p>Plan routine activities in the classroom with guidance</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>
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.5.	Use classroom materials appropriately
EXPECTATION	1.A.5.a.	<p>Play with and use materials with appropriate intention and purpose</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. 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</p>
EXPECTATION	1.A.5.b.	<p>Put away classroom materials after use with occasional reminders</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. 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</p>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	<p>Initiate conversation with peers and adults</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>

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. 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.51
 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
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 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
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 p. 63 Focus Question 5 Day 4 Small Group
 p. 65 Focus Question 6 Outdoor Experiences
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 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
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 p. 71 Focus Question 6 Day 3 Large-Group Roundup
 p. 71 Focus Question 6 Day 3 Read-Aloud
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 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. 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>p. 89 Ministudy Day 5 Large-Group Roundup</p> <p>p. 89 Ministudy Day 5 Small Group</p>
EXPECTATION	2.A.1.b.	<p>Take turns when working in groups with guidance</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>p. 33 Focus Question 2 Day 3 Read-Aloud</p> <p>p. 33 Focus Question 2 Day 3 Small Group</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 Large-Group Roundup</p> <p>p. 37 Focus Question 3 Day 1 Read-Aloud</p> <p>p. 37 Focus Question 3 Day 1 Small Group</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. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 40 Focus Question 3 Day 3 Choice Time</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 Read-Aloud</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 42 Focus Question 3 Day 4 Choice Time</p> <p>p. 42 Focus Question 3 Day 4 Large 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. 44 Focus Question 3 Day 5 Choice Time</p> <p>p. 44 Focus Question 3 Day 5 Large Group</p> <p>p. 45 Focus Question 3 Day Read-Aloud</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. 48 Focus Question 4 Day 1 Large Group</p>

p. 49 Focus Question 4 Day 1 Choice Time
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 p. 49 Focus Question 4 Day 1 Small Group
 p. 50 Focus Question 4 Day 2 Choice Time
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 p. 51 Focus Question 4 Day 2 Large-Group Roundup
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 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
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 p. 58 Focus Question 5 Day 2 Choice Time
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 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
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 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
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 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. 83 Ministudy Day 2 Read-Aloud
 p. 83 Ministudy Day 2 Small Group
 p. 84 Ministudy Day 3 Choice Time

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TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	<p>Listen to directions from peers and responds to simple tasks</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 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. 39 Focus Question 3 Day 2 Small Group 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. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 55 Focus Question 5 Outdoor Experiences 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. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes</p>
EXPECTATION	2.A.2.b.	<p>Understand rules of group activities with guidance</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>
EXPECTATION	2.A.2.c.	<p>Speak of individual contributions and group accomplishments</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
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 p. 36 Focus Question 3 Day 1 Choice Time
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 p. 38 Focus Question 3 Day 2 Choice Time
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 p. 39 Focus Question 3 Day 2 Large-Group Roundup
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 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

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TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	<p>Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</p> <p><u>Beginning the Year</u></p>

		<p>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>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	<p>Ask some questions about new things and experiences</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>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	<p>Listen to simple directions specific to the tasks</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 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. 39 Focus Question 3 Day 2 Small Group 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. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 55 Focus Question 5 Outdoor Experiences 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. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes</p>

TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks <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
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.a.	Put away materials after completing activity or task <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
EXPECTATION	3.A.4.b.	Participate in classroom activities <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
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <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>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>
EXPECTATION	1.A.1.c.	<p>Identify and repeat initial sounds in words</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. 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>
EXPECTATION	1.A.1.d.	<p>Classify words by initial sounds</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. 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>
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	<p>Repeat rhyming words</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>

		<p>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>
EXPECTATION	1.A.2.c.	<p>Discriminate rhyming words from non-rhyming words</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>
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	<p>Orally blend syllables into a whole word, such as fun-ny = funny</p> <p><u>Beginning the Year</u> p. 41 Focus Question 3 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences

EXPECTATION	1.A.4.b.	Identify the initial sound in a word <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
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize similarities and differences in letter shapes <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. 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
EXPECTATION	1.B.1.b.	Match familiar consonant sounds to appropriate letters, such as m, b, f, t, 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. 58 Focus Question 5 Day 2 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 87 Ministudy Day 4 Mighty Minutes
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts

EXPECTATION	1.B.2.a.	<p>Identify and name some upper and lower case letters in words, especially those in the student’s own name</p> <p><u>Beginning the Year</u></p> <p>p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group 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. 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>
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	<p>Listen to models of fluent reading</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. 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. 37 Focus Question 3 Day 1 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. 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. 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. 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. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 2 Large Group</p>

		<p>p. 69 Focus Question 6 Day 2 Mighty Minutes 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 Choice Time 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 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud 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. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	<p>Acquire new vocabulary through listening to a variety of texts on a daily basis</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>
EXPECTATION	1.D.1.b.	<p>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</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>

		p. 89 Ministudy Day 5 Read-Aloud
EXPECTATION	1.D.1.c.	<p>Ask questions about unknown objects and words related to topics discussed</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. 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. 37 Focus Question 3 Day 1 Read-Aloud 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. 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. 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. 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. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Small Group 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 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. 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>
EXPECTATION	1.D.1.d.	<p>Listen to and identify the meaning of content-specific vocabulary</p> <p><u>Beginning the Year</u></p> <p>p. 39 Focus Question 3 Day 2 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 89 Ministudy Day 5 Read-Aloud</p>
EXPECTATION	1.D.1.e.	<p>Identify some signs, labels, and environmental print</p> <p><u>Beginning the Year</u></p>

		p. 23 Focus Question 1 Day 4 Small Group p. 41 Focus Question 3 Day 3 Small Group
EXPECTATION	1.D.1.f.	Collect and play with favorite words <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
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	Use words to describe size, color, and shape <u>Beginning the Year</u> 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. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 45 Focus Question 3 Day 5 Small 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 Large-Group Roundup p. 51 Focus Question 4 Day 2 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group

		<p>p. 52 Focus Question 4 Day 3 Choice Time p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Choice Time 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. 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 Small Group p. 68 Focus Question 6 Day 2 Choice Time 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 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Large-Group Roundup 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. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Mighty Minutes p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Large-Group Roundup p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Mighty Minutes</p>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	<p>Use newly learned vocabulary on multiple occasions to reinforce meaning</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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students

		will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group 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
EXPECTATION	1.E.1.b.	Understand that print conveys meaning <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group 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
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 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. 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
EXPECTATION	1.E.1.d.	Identify the title of a book <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. 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>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>
EXPECTATION	1.E.1.e.	<p>Demonstrate that text is read from left to right and top to bottom</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>
EXPECTATION	1.E.1.f.	<p>Identify pictures, shapes, letters, and numerals</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. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Choice Time 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. 41 Focus Question 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud 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. 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. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Small 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 Read-Aloud 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 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes 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 Large 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 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Read-Aloud</p>

		p. 83 Ministudy Day 2 Small Group p. 89 Ministudy Day 5 Mighty Minutes
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.b.	<p>Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic</p> <p>Beginning the Year 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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	<p>Use illustrations to construct meaning</p> <p>Beginning the Year 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. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 3 Day 5 Small Group 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. 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. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>

EXPECTATION	1.E.3.b.	<p>Make and confirm predictions</p> <p><u>Beginning the Year</u></p> <p>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>
EXPECTATION	1.E.3.c.	<p>Connect events, characters, and actions in stories to specific life experiences</p> <p><u>Beginning the Year</u></p> <p>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. 87 Ministudy Day 4 Read-Aloud</p>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	<p>Recall information from text</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. 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. 37 Focus Question 3 Day 1 Read-Aloud 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. 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. 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. 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. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Small Group 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. 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 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. 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>
<p>EXPECTATION</p>	<p>1.E.4.b.</p>	<p>Respond orally to questions</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. 89 Ministudy Day 5 Read-Aloud</p>
<p>EXPECTATION</p>	<p>1.E.4.c.</p>	<p>Respond to text in a variety of ways: Retell; Dramatize; Draw</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>

		<p>p. 41 Focus Question 3 Day 3 Read-Aloud 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. 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. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
EXPECTATION	1.E.4.e.	<p>Retell a story as though reading a book</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. 41 Focus Question 3 Day 3 Read-Aloud 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. 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. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	<p>Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources</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. 89 Ministudy Day 5 Read-Aloud</p>
EXPECTATION	2.A.1.b.	<p>Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules</p> <p><u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 63 Focus Question 5 Day 4 Small Group</p>
EXPECTATION	2.A.1.c.	<p>Listen to and use personal interest materials, such as books and magazines</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>

		p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 89 Ministudy Day 5 Read-Aloud
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams <u>Beginning the Year</u> 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. 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
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text <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. 89 Ministudy Day 5 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self-selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <u>Beginning the Year</u> 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. 37 Focus Question 3 Day 1 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>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. 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. 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. 63 Focus Question 5 Day 4 Read-Aloud 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 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. 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 Small Group</p>
<p>EXPECTATION</p>	<p>3.A.1.b.</p>	<p>Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</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. 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. 37 Focus Question 3 Day 1 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. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group 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. 63 Focus Question 5 Day 4 Read-Aloud 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 Mighty Minutes p. 69 Focus Question 6 Day 2 Read-Aloud</p>

		<p>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 Read-Aloud 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. 81 Ministudy Day 1 Read-Aloud 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 Small Group</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	<p>Identify and explain how the title contributes to meaning</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. 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>
EXPECTATION	3.A.2.b.	<p>Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</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. 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. 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. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY	3.A.	Comprehension of Literary Text

LEVEL		
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	<p>Identify the beginning and end of a story</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. 41 Focus Question 3 Day 3 Read-Aloud 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. 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 Small Group</p>
EXPECTATION	3.A.3.b.	<p>Identify the characters of a story</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. 41 Focus Question 3 Day 3 Read-Aloud 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. 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. 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 Small Group</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	<p>Identify rhyme, rhythm, and repetition in poems read to them</p> <p><u>Beginning the Year</u> p. 55 Focus Question 5 Outdoor Experiences p. 59 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences 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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text

OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	<p>Retell the story by sequencing the main events</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. 41 Focus Question 3 Day 3 Read-Aloud 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. 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 Small Group</p>
EXPECTATION	3.A.6.b.	<p>Identify a personal connection to the text</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. 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. 87 Ministudy Day 4 Read-Aloud</p>
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.b.	<p>Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas</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>

		<p>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>
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	<p>Write to express personal ideas using letter-like shapes, symbols, and letters</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>
EXPECTATION	4.A.2.b.	<p>Contribute to a shared writing experience or topic of interest</p> <p><u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 71 Focus Question 6 Day 3 Large-Group Roundup p. 86 Ministudy Day 4 Large Group</p>
EXPECTATION	4.A.2.c.	<p>Use drawings, letters, or symbols to express personal ideas</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>
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	<p>Identify and use words to communicate 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>

		<p>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>
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.A.	Grammar
OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
EXPECTATION	5.A.1.a.	<p>Use complete sentences to respond to questions</p> <p><u>Beginning the Year</u> p. 28 Focus Question 2 Day 1 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 55 Focus Question 5 Outdoor Experiences p. 74 Focus Question 6 Day 5 Large Group p. 79 Ministudy Outdoor Experiences</p>
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	<p>Recognize that space is used to separate words</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>
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	<p>Determine a speaker 's general purpose</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>
EXPECTATION	6.A.2.b.	<p>Identify rhythms and patterns of language, including rhyme and repetition</p> <p><u>Beginning the Year</u> p. 42 Focus Question 3 Day 4 Large Group</p>

		p. 88 Ministudy Day 5 Large Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 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. 39 Focus Question 3 Day 2 Small Group 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. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 55 Focus Question 5 Outdoor Experiences 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. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.2.	Make oral presentations
EXPECTATION	7.A.2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories <u>Beginning the Year</u> p. 53 Focus Question 4 Day 23 Large-Group Roundup
EXPECTATION	7.A.2.b.	Use props in situations, such as show-and-tell <u>Beginning the Year</u> p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 68 Focus Question 6 Day 2 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap...

		<u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group 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. 83 Ministudy Day 2 Mighty Minutes
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time 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
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares in the environment <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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <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>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</p>
EXPECTATION	2.B.1.b.	<p>Find solid figures 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>
TOPIC / INDICATOR	MA.2.	<p>KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.</p>
INDICATOR / PROFICIENCY LEVEL	2.E.	<p>Transformations</p>
OBJECTIVE	2.E.1.	<p>Begin to recognize a transformation</p>
EXPECTATION	2.E.1.a.	<p>Tell position by using words such as: over, under, above, on, next to, below, beside, behind</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>
TOPIC / INDICATOR	MA.3.	<p>KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.</p>
INDICATOR / PROFICIENCY LEVEL	3.A.	<p>Measurement Units</p>
OBJECTIVE	3.A.1.	<p>Recognize and use measurement attributes</p>
EXPECTATION	3.A.1.a.	<p>Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder</p> <p><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</p>
EXPECTATION	3.A.1.b.	<p>Compare and describe objects according to a single attribute</p> <p><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>

		p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.b.	Explore the capacity of containers <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 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 Small Group p. 81 Ministudy Day 1 Choice Time
EXPECTATION	3.B.1.c.	Explore the weight of objects <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 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 Small Group p. 81 Ministudy Day 1 Choice Time
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION	4.A.1.a.	Explore data by answering a yes/no question <u>Beginning the Year</u> p. 89 Ministudy Day 5 Read-Aloud
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.a.	Build concept of number <u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Read-Aloud
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Beginning the Year</u> p. 85 Ministudy Day 3 Small Group
EXPECTATION	6.A.1.e.	Count and discuss quantity <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. 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>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>
EXPECTATION	6.A.1.h.	<p>Count to 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>
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	<p>Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens</p> <p><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 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 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 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>
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations

		<p><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 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 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 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>
EXPECTATION	1.A.1.c.	<p>Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data</p> <p><u>Beginning the Year</u> 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 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time</p>
EXPECTATION	1.A.1.d.	<p>Explain that when a science investigation is done the way it was done before, we expect to get a very similar result</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>

		<p>p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time</p>
EXPECTATION	1.A.1.e.	<p>Participate in multiple experiences to verify that science investigations generally work the same way in different places</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>
EXPECTATION	1.A.1.f.	<p>Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)</p> <p><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 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 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 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>

		p. 86 Ministudy Day 4 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	<p>Provide reasons for accepting or rejecting ideas examined</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 19 Focus Question 1 Day 2 Choice Time p. 21 Focus Question 1 Day 3 Choice Time p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Choice Time p. 29 Focus Question 2 Day 1 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Choice Time p. 41 Focus Question 3 Day 3 Mighty Minutes 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. 57 Focus Question 5 Day 1 Choice Time 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. 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 Choice Time p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Mighty Minutes 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 p. 87 Ministudy Day 4 Mighty Minutes</p>
EXPECTATION	1.B.1.b.	<p>Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas</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. 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>

		<p>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 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 Mighty Minutes p. 37 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 41 Focus Question 3 Day 3 Mighty Minutes p. 43 Focus Question 3 Day 4 Large-Group Roundup 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 Choice Time 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. 60 Focus Question 5 Day 3 Choice Time p. 60 Focus Question 5 Day 3 Large Group 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. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Choice Time p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Choice Time p. 75 Focus Question 6 Day 5 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. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Mighty Minutes</p>
<p>EXPECTATION</p>	<p>1.B.1.c.</p>	<p>Explain why it is important to make some fresh observations when people give different descriptions of the same thing</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. 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>

		<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>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	<p>Describe things as accurately as possible and compare observations with those of others</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 Choice Time</p> <p>p. 19 Focus Question 1 Day 2 Small Group</p> <p>p. 21 Focus Question 1 Day 3 Choice Time</p> <p>p. 21 Focus Question 1 Day 3 Small Group</p>

		<p>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. 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. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large 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. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 37 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 41 Focus Question 3 Day 3 Mighty Minutes p. 43 Focus Question 3 Day 4 Large-Group Roundup 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 Choice Time 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. 60 Focus Question 5 Day 3 Choice Time p. 60 Focus Question 5 Day 3 Large Group 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. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Choice Time p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Choice Time p. 75 Focus Question 6 Day 5 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. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Mighty Minutes</p>
<p>EXPECTATION</p>	<p>1.C.1.b.</p>	<p>Describe and compare things in terms of number, shape, texture, size, weight, color, and motion</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>

		<p>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. 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. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large 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. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 37 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 41 Focus Question 3 Day 3 Mighty Minutes p. 43 Focus Question 3 Day 4 Large-Group Roundup 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 Choice Time 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. 60 Focus Question 5 Day 3 Choice Time p. 60 Focus Question 5 Day 3 Large Group 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. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Choice Time p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Choice Time p. 75 Focus Question 6 Day 5 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. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Mighty Minutes</p>
<p>EXPECTATION</p>	<p>1.C.1.c.</p>	<p>Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)</p> <p><u>Beginning the Year</u> p. 19 Focus Question 1 Day 2 Choice Time p. 21 Focus Question 1 Day 3 Choice Time p. 22 Focus Question 1 Day 4 Choice Time p. 24 Focus Question 1 Day 5 Choice Time p. 70 Focus Question 6 Day 3 Choice Time</p>

TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	<p>Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task</p> <p><u>Beginning the Year</u> p. 21 Focus Question 1 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 Small Group</p>
EXPECTATION	1.D.1.b.	<p>Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all</p> <p><u>Beginning the Year</u> p. 21 Focus Question 1 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 Small Group</p>
EXPECTATION	1.D.1.c.	<p>Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like</p> <p><u>Beginning the Year</u> p. 21 Focus Question 1 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 Small Group</p>
EXPECTATION	1.D.1.d.	<p>Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut)</p> <p><u>Beginning the Year</u> p. 21 Focus Question 1 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 Small Group</p>
EXPECTATION	1.D.1.e.	<p>Explain that sometimes it is not possible to make or do everything that is designed</p> <p><u>Beginning the Year</u> p. 21 Focus Question 1 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 Small Group</p>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.2.	Practice identifying the parts of things and how one part connects to and affects another
EXPECTATION	1.D.2.a.	<p>Investigate a variety of objects to identify that most things are made of parts</p> <p><u>Beginning the Year</u> p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group</p>

		p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing <u>Beginning the Year</u> p. 21 Focus Question 1 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 Small Group
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that they couldn't do by themselves <u>Beginning the Year</u> p. 21 Focus Question 1 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 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing <u>Beginning the Year</u> p. 21 Focus Question 1 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 Small Group
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else <u>Beginning the Year</u> p. 21 Focus Question 1 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 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. <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>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>
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	<p>Gather information about how some animals are alike in the way they look and in the things they do.</p> <p><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</p>
EXPECTATION	3.A.1.d.	<p>Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things.</p> <p><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</p>
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	<p>Describe how offspring are very much, but not exactly, like their parents and like one another</p> <p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes</p>

		p. 39 Focus Question 3 Day 2 Mighty Minutes p. 41 Focus Question 3 Day 3 Mighty Minutes
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). <u>Beginning the Year</u> p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 50 Focus Question 4 Day 2 Choice Time p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Choice Time p. 68 Focus Question 6 Day 2 Choice Time 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
EXPECTATION	4.A.1.b.	Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). <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
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school. <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

EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the 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
TOPIC / INDICATOR	SS.3.	GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.
INDICATOR / PROFICIENCY LEVEL	3.A.	Using Geographic Tools
OBJECTIVE	3.A.1.	Recognize that a globe and maps are used to help people locate places.
EXPECTATION	3.A.1.a.	Recognize that maps are models of places. <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group
EXPECTATION	3.A.1.b.	Recognize that a globe is a model of Earth. <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group
EXPECTATION	3.A.1.c.	Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs. <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.1.	Recognize that people have to make choices because of unlimited economic wants
EXPECTATION	4.A.1.b.	Demonstrate the ability to make a choice. <u>Beginning the Year</u> p. 38 Focus Question 3 Day 2 Large Group
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.2.	Identify that materials/resources are used to make products
EXPECTATION	4.A.2.a.	Recognize that workers do jobs in the home and school. <u>Beginning the Year</u> p. 59 Focus Question 5 Day 2 Large-Group Roundup
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary

		sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways <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>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>
EXPECTATION	1.A.2.b.	<p>Listen to examples of adult male voices, adult female voices, and children’s voices</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	<p>Express music through movement, developing the concept of personal space (“bubble space”)</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
EXPECTATION	1.A.3.b.	<p>Respond to steady beat through locomotor and body movement</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
EXPECTATION	1.A.3.c.	<p>Listen for simple directions or verbal cues in singing games</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>

		<p>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>
EXPECTATION	1.A.3.d.	<p>Explore a variety of locomotor and nonlocomotor movements to show meter</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	<p>Explore music used in daily living</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
EXPECTATION	2.B.1.b.	<p>Sing songs representative of different activities, holidays, and seasons in a variety of world cultures</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>

		<p>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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	<p>Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies</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>

		<p>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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
EXPECTATION	2.B.3.a.	<p>Explore creative expression through music, dance, creative dramatics, and the visual arts</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>

		<p>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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	<p>Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	<p>Verbalize or use visual representation for at least one reason for musical experience</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education

OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	<p>Identify colors, lines, and shapes found in the environment</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>
EXPECTATION	1.A.1.b.	<p>Use colors, lines, and shapes to communicate ideas about the observed world</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>

TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art <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. 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
EXPECTATION	1.2.A.b.	Use color, line, and shape to represent ideas visually from observation, memory, and imagination <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>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. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</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. 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>
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	<p>Explore color, line, and shape in artworks</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. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</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. 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>

EXPECTATION	1.A.3.b.	<p>Use color, line, and shape to make artworks</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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	<p>Observe works of art and identify ideas expressed by the artists</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>

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<p>EXPECTATION</p>	<p>2.B.1.b.</p>	<p>Use selected works of art as inspiration to express ideas visually and verbally</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>

		<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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	<p>Discuss and describe artworks with common themes or similar ideas expressed</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> <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. 89 Ministudy Day 5 Small Group
EXPECTATION	2.B.2.b.	Describe and share personal artworks <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
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks <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. 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>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. 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>
<p>EXPECTATION</p>	<p>2.B.3.b.</p>	<p>Categorize the subject matter of artworks as the same or different</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 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. 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>

		<p>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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	<p>Identify the visual qualities of works of art and the environment</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>
EXPECTATION	2.B.4.b.	<p>Explain and use a variety of visual arts processes to express ideas</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>

		<p>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>
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	<p>Explore art media, processes, and techniques</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>
EXPECTATION	3.C.1.b.	<p>Manipulate art media, materials and tools safely</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. 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>
EXPECTATION	3.C.1.c.	<p>Create artworks that explore the uses of color, line, and shape, to express ideas</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>
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	<p>Explore ways images communicate ideas</p> <p><u>Beginning the Year</u> 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. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</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. 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>
EXPECTATION	3.C.2.b.	<p>Identify color, line, and shape in artworks</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. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</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. 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>
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks

		and the artworks of others
EXPECTATION	4.D.1.a.	<p>Observe and respond to selected artworks</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>
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	<p>Listen to and perform nursery rhymes, finger plays, and popular books and other media</p> <p><u>Beginning the Year</u></p>

		p. 75 Focus Question 6 Day 5 Small Group
EXPECTATION	1.A.1.b.	<p>Explore themes and ideas about people and events through improvisational play</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. 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>
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	<p>Explore expressive qualities in dance, music, theatre, and visual arts</p> <p><u>Beginning the Year</u></p> <p>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>

		<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. 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 Choice Time</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 38 Focus Question 3 Day 2 Large Group</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. 48 Focus Question 4 Day 1 Large Group</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 74 Focus Question 6 Day 5 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 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 88 Ministudy Day 5 Large Group</p>
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	<p>Sing and move to a variety of traditional children’s songs from a variety of cultures</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. 18 Focus Question 1 Day 2 Large Group</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. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 25 Focus Question 1 Day 5 Mighty Minutes</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. 35 Focus Question 3 Outdoor Experiences</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. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 39 Focus Question 3 Day 2 Mighty Minutes</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. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 44 Focus Question 3 Day 5 Large Group</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. 58 Focus Question 5 Day 2 Large Group</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. 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>
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.b.	<p>Use sound effects, costumes, and properties to enhance the quality of dramatic activities</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. 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>

		<p>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>
EXPECTATION	3.C.1.c.	<p>Explore the expressive qualities of a variety of locomotor and non-locomotor movements</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
EXPECTATION	3.C.1.d.	<p>Improvise roles and behaviors associated with a variety of animals and professions</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>

		p. 89 Ministudy Day 5 Mighty Minutes
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	<p>Recognize that a play has characters, dialogue, setting(s), and tells a story</p> <p>Beginning the Year</p> <p>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. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group 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 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 74 Focus Question 6 Day 5 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. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 88 Ministudy Day 5 Large Group</p>
EXPECTATION	3.C.2.b.	<p>Observe and identify what characters do in a variety of settings</p> <p>Beginning the Year</p> <p>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. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group 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 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 74 Focus Question 6 Day 5 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. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 88 Ministudy Day 5 Large Group</p>
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects

		<p><u>Beginning the Year</u></p> <p>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. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group 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 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 74 Focus Question 6 Day 5 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. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 88 Ministudy Day 5 Large Group</p>
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories
		<p><u>Beginning the Year</u></p> <p>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. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group 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 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 74 Focus Question 6 Day 5 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. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 88 Ministudy Day 5 Large Group</p>
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY	1.A.	Aesthetic Education

LEVEL		
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	1.A.2.c.	Perform and name selected dance movements <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	1.A.3.b.	Explore the uses of dance movements <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures

EXPECTATION	2.B.1.a.	View dances from other cultures <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	2.B.2.b.	Create movements that express specific moods <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production

OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	3.C.2.c.	Use dance movement to tell stories <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity

		<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>
EXPECTATION	1.A.1.b.	<p>Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping</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>
EXPECTATION	1.A.1.c.	<p>Demonstrate non-locomotive skills of bending and stretching</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>
TOPIC / INDICATOR	PE.1.	<p>SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.</p>
INDICATOR / PROFICIENCY LEVEL	1.B.	<p>Creative Movement</p>
OBJECTIVE	1.B.1.	<p>Show creative movement skills</p>
EXPECTATION	1.B.1.a.	<p>Identify body parts and demonstrate in a variety of way how they can move</p> <p><u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time</p>
EXPECTATION	1.B.1.b.	<p>Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns</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>
TOPIC / INDICATOR	PE.2.	<p>BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.</p>
INDICATOR / PROFICIENCY LEVEL	2.A.	<p>Effects on Objects</p>
OBJECTIVE	2.A.1.	<p>Identify ways that people and objects move</p>
EXPECTATION	2.A.1.a.	<p>Show how a body moves fast and slow</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
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open space <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
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.B.	Balance
OBJECTIVE	2.B.1.	Identify balance through movement
EXPECTATION	2.B.1.a.	Show the ability to balance on one or more body parts <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group

		<p>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>
TOPIC / INDICATOR	PE.4.	EXERCISE PHYSIOLOGY: Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.
INDICATOR / PROFICIENCY LEVEL	4.E.	Nutrition and Physical Activity
OBJECTIVE	4.E.1.	Recognize the relationship between nutrition and physical activity
EXPECTATION	4.E.1.a.	Describe how food is fuel to the body as gas is fuel to a car <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
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <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
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.C.	Cooperation and Responsibility
OBJECTIVE	6.C.1.	Identify and behavioral skills to develop a sense of community in physical activity settings
EXPECTATION	6.C.1.a.	Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others <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>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> <p>p. 63 Focus Question 5 Day 4 Read-Aloud</p> <p>p. 67 Focus Question 6 Day 1 Read-Aloud</p> <p>p. 69 Focus Question 6 Day 2 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 73 Focus Question 6 Day 4 Read-Aloud</p> <p>p. 75 Focus Question 6 Day 5 Read-Aloud</p> <p>p. 81 Ministudy Day 1 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 87 Ministudy Day 4 Read-Aloud</p> <p>p. 89 Ministudy Day 5 Read-Aloud</p>
STRAND / TOPIC / STANDARD	MD.HE.EC.	Health Education
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.A.	Responses to Food
OBJECTIVE	6.A.1.	Students will identify the relationship between food and the senses
EXPECTATION	6.A.1.a.	<p>Recognize that foods have different tastes such as, sweet, sour, bitter, and salty</p> <p><u>Beginning the Year</u></p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p>
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.E.	Food and Health
OBJECTIVE	6.E.1.	Recognize the relationship between food and health
EXPECTATION	6.E.1.a.	<p>Tell why the body needs food</p> <p><u>Beginning the Year</u></p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p>

Buildings Study

State: *Maryland Model for School Readiness*

Subject: Early Childhood Education

Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	<p>Relate needs, wants, and feelings to others</p> <p><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</p>
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	<p>Generate and follow classroom rules</p> <p><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>
EXPECTATION	1.A.4.b.	<p>Plan routine activities in the classroom with guidance</p> <p><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>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	<p>Initiate conversation with peers and adults</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>

		<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>
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EXPECTATION	2.A.1.b.	Take turns when working in groups with guidance <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 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. 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
 p. 49 Investigation 2 Day 5 Small 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 Read-Aloud
 p. 53 Investigation 3 Day 1 Small Group
 p. 54 Investigation 3 Day 2 Large Group
 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>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. 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 Mighty Minutes</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>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others

OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	<p>Listen to directions from peers and responds to simple tasks</p> <p><u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	2.A.2.b.	<p>Understand rules of group activities with guidance</p> <p><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>
EXPECTATION	2.A.2.c.	<p>Speak of individual contributions and group accomplishments</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 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>

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. 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
 p. 49 Investigation 2 Day 5 Small 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 Read-Aloud
 p. 53 Investigation 3 Day 1 Small Group
 p. 54 Investigation 3 Day 2 Large Group
 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
 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 Small Group
 p. 64 Investigation 4 Day 1 Choice Time
 p. 64 Investigation 4 Day 1 Large Group
 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
 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 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>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 p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large Group 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>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	<p>Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</p> <p><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</p>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	<p>Ask some questions about new things and experiences</p> <p><u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group</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. 97 Celebrating Learning Day 2 Large Group Roundup
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks <u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks <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
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities <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
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS:

		Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	<p>Tell whether sounds are same or different</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>
EXPECTATION	1.A.1.c.	<p>Identify and repeat initial sounds in 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. 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>
EXPECTATION	1.A.1.d.	<p>Classify words by initial sounds</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>

		p. 94 Celebrating Learning Day 1 Large Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words <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
EXPECTATION	1.A.2.b.	Repeat phrases and sentences with alliteration <u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 61 Investigation 3 Day 5 Small Group
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words <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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate

		individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Buildings Study</u> p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <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
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize similarities and differences in letter shapes <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>p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group 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>
EXPECTATION	1.B.1.b.	<p>Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</p> <p><u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 52 Investigation 3 Day 1 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Small Group p. 67 Investigation 4 Day 2 Small Group p. 94 Celebrating Learning Day 1 Large Group</p>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	<p>Identify and name some upper and lower case letters in words, especially those in the student's own name</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. 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>
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like

		speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading <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. 18 Exploring the Topic - Day 3 Large Group 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 Small Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 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. 60 Investigation 3 Day 5 Large Group 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. 75 Investigation 5 Day 2 Mighty Minutes p. 75 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group
EXPECTATION	1.C.1.c.	Develop beginning sight vocabulary of familiar words, such as first name, color words <u>Buildings Study</u> p. 75 Investigation 5 Day 2 Small Group
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	Acquire new vocabulary through listening to a variety of texts on a daily basis <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>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>
<p>EXPECTATION</p>	<p>1.D.1.b.</p>	<p>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p><u>Buildings Study</u></p> <p>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>

EXPECTATION	1.D.1.c.	<p>Ask questions about unknown objects and words related to topics discussed</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud 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 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. 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 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. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Small 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. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group 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 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. 57 Investigation 3 Day 3 Small Group 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. 67 Investigation 4 Day 2 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. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Read-Aloud 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>
EXPECTATION	1.D.1.d.	<p>Listen to and identify the meaning of content-specific vocabulary</p> <p><u>Buildings Study</u></p> <p>p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud</p>

		<p>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. 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. 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>
<p>EXPECTATION</p>	<p>1.D.1.e.</p>	<p>Identify some signs, labels, and environmental print</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>
<p>EXPECTATION</p>	<p>1.D.1.f.</p>	<p>Collect and play with favorite words</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>

		p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	Use words to describe size, color, and shape <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 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. 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 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Choice Time p. 49 Investigation 2 Day 5 Large-Group Roundup p. 52 Investigation 3 Day 1 Choice Time 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. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time 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>p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes 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 Large-Group Roundup p. 67 Investigation 4 Day 2 Small 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. 74 Investigation 5 Day 2 Choice Time p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group 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 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Read-Aloud 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 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	<p>Use newly learned vocabulary on multiple occasions to reinforce meaning</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>

		<p>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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	<p>Understand that speech can be written and read</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Mighty Minutes 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. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.E.1.b.	<p>Understand that print conveys meaning</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Mighty Minutes 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. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.E.1.c.	<p>Demonstrate the proper use of a book</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. 45 Investigation 2 Day 3 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>
EXPECTATION	1.E.1.d.	<p>Identify the title of a book</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud</p>

		<p>p. 37 Investigation 1 Day 5 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>
EXPECTATION	1.E.1.e.	<p>Demonstrate that text is read from left to right and top to bottom</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>
EXPECTATION	1.E.1.f.	<p>Identify pictures, shapes, letters, and numerals</p> <p><u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 19 Exploring the Topic - Day 3 Read-Aloud 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 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Choice Time 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 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. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Small Group p. 66 Investigation 4 Day 2 Choice Time p. 67 Investigation 4 Day 2 Mighty Minutes</p>

		<p>p. 69 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 2 Read-Aloud 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. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Mighty Minutes p. 97 Celebrating Learning Day 2 Small Group</p>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.b.	<p>Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic</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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	<p>Use illustrations to construct meaning</p> <p><u>Buildings Study</u> 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. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud</p>

		<p>p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Small Group 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. 77 Investigation 5 Day 3 Small Group</p>
EXPECTATION	1.E.3.b.	<p>Make and confirm predictions</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>
EXPECTATION	1.E.3.c.	<p>Connect events, characters, and actions in stories to specific life experiences</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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	<p>Recall information from 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>

		<p>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 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. 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. 49 Investigation 2 Day 5 Small Group 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. 57 Investigation 3 Day 3 Small Group 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. 67 Investigation 4 Day 2 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
<p>EXPECTATION</p>	<p>1.E.4.b.</p>	<p>Respond orally to questions</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud 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 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 Large-Group Roundup 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. 48 Investigation 2 Day 5 Large Group</p>

		<p>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>
EXPECTATION	1.E.4.c.	<p>Respond to text in a variety of ways: Retell; Dramatize; Draw</p> <p><u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 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. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 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. 59 Investigation 3 Day 4 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. 79 Investigation 5 Day 4 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud</p>
EXPECTATION	1.E.4.e.	<p>Retell a story as though reading a book</p> <p><u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 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. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 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. 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. 81 Investigation 5 Day 5 Read-Aloud</p>
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	<p>Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources</p> <p><u>Buildings Study</u></p>

		<p>p. 15 Exploring the Topic - Day 1 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. 31 Investigation 1 Day 2 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 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Read-Aloud</p> <p>p. 36 Investigation 1 Day 5 Choice Time</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</p> <p>p. 43 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 2 Read-Aloud</p> <p>p. 45 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 55 Investigation 3 Day 2 Read-Aloud</p> <p>p. 57 Investigation 3 Day 3 Read-Aloud</p> <p>p. 61 Investigation 3 Day 5 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. 77 Investigation 5 Day 3 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	2.A.1.b.	<p>Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules</p> <p><u>Buildings Study</u></p> <p>p. 69 Investigation 4 Day 3 Small Group</p>
EXPECTATION	2.A.1.c.	<p>Listen to and use personal interest materials, such as books and magazines</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 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. 31 Investigation 1 Day 2 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 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Read-Aloud</p> <p>p. 36 Investigation 1 Day 5 Choice Time</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</p> <p>p. 43 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 2 Read-Aloud</p> <p>p. 45 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 55 Investigation 3 Day 2 Read-Aloud</p> <p>p. 57 Investigation 3 Day 3 Read-Aloud</p> <p>p. 61 Investigation 3 Day 5 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. 77 Investigation 5 Day 3 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Read-Aloud</p>
TOPIC / INDICATOR	LLD.2.	<p>COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.</p>

INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Choice Time p. 20 Exploring the Topic - Day 4 Large Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group p. 49 Investigation 2 Day 5 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 67 Investigation 4 Day 2 Small Group p. 94 Celebrating Learning Day 1 Large Group
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud 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. 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
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self-selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud

		<p>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 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group 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. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Small Group 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. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group 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. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group</p>
<p>EXPECTATION</p>	<p>3.A.1.b.</p>	<p>Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Read-Aloud 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 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 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group 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. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group 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. 75 Investigation 5 Day 2 Read-Aloud p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	Identify and explain how the title contributes to meaning <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud 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. 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
EXPECTATION	3.A.2.b.	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning <u>Buildings Study</u> 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 Small Group 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. 45 Investigation 2 Day 3 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. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Small Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	Identify the beginning and end of a story <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Small Group 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. 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
EXPECTATION	3.A.3.b.	Identify the characters of a story

		<p>Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group 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. 37 Investigation 1 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large 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. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	<p>Identify rhyme, rhythm, and repetition in poems read to them</p> <p>Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 36 Investigation 1 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group p. 95 Celebrating Learning Day 1 Small Group</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	<p>Retell the story by sequencing the main events</p> <p>Buildings Study p. 23 Exploring the Topic - Day 5 Small Group 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. 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>
EXPECTATION	3.A.6.b.	<p>Identify a personal connection to the text</p> <p>Buildings Study 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>

TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas <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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	Write to express personal ideas using letter-like shapes, symbols, and letters <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
EXPECTATION	4.A.2.b.	Contribute to a shared writing experience or topic of interest <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 75 Investigation 5 Day 2 Large-Group Roundup p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	4.A.2.c.	Use drawings, letters, or symbols to express personal ideas <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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate 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
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.A.	Grammar
OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
EXPECTATION	5.A.1.a.	Use complete sentences to respond to questions <u>Buildings Study</u> 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. 37 Investigation 1 Day 5 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 49 Investigation 2 Day 5 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 71 Investigation 5 Outdoor Experiences p. 75 Investigation 5 Day 2 Small Group
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words <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
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.

INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <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
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition <u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 35 Investigation 1 Day 4 Small Group p. 61 Investigation 3 Day 5 Small Group p. 67 Investigation 4 Day 2 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.2.	Make oral presentations
EXPECTATION	7.A.2.b.	Use props in situations, such as show-and-tell <u>Buildings Study</u> 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>p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 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. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group</p>
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap... <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
EXPECTATION	1.A.2.b.	Recognize simple patterns <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	1.A.2.c.	Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule <u>Buildings Study</u> p. 37 Investigation 1 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 75 Investigation 5 Day 2 Small Group
EXPECTATION	1.A.2.f.	Identify patterns in real-world situations <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group

TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Mighty Minutes p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 3 Small Group
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <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 Large-Group Roundup p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Choice Time
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <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>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</p>
EXPECTATION	2.B.1.b.	<p>Find solid figures in the environment</p> <p><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</p>
TOPIC / INDICATOR	MA.2.	<p>KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.</p>
INDICATOR / PROFICIENCY LEVEL	2.E.	<p>Transformations</p>
OBJECTIVE	2.E.1.	<p>Begin to recognize a transformation</p>
EXPECTATION	2.E.1.a.	<p>Tell position by using words such as: over, under, above, on, next to, below, beside, behind</p> <p><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</p>
TOPIC / INDICATOR	MA.3.	<p>KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.</p>
INDICATOR / PROFICIENCY LEVEL	3.A.	<p>Measurement Units</p>
OBJECTIVE	3.A.1.	<p>Recognize and use measurement attributes</p>
EXPECTATION	3.A.1.a.	<p>Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder</p> <p><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</p>
EXPECTATION	3.A.1.b.	<p>Compare and describe objects according to a single attribute</p> <p><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</p>

TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.b.	Explore the capacity of containers <u>Buildings Study</u> p. 59 Investigation 3 Day 4 Small Group
EXPECTATION	3.B.1.c.	Explore the weight of objects <u>Buildings Study</u> p. 59 Investigation 3 Day 4 Small Group
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION	4.A.1.a.	Explore data by answering a yes/no question <u>Buildings Study</u> p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 77 Investigation 5 Day 3 Small Group
EXPECTATION	6.A.1.c.	Construct relationships based on quantity <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
EXPECTATION	6.A.1.e.	Count and discuss quantity <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. 41 Investigation 2 Day 1 Mighty Minutes p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Mighty Minutes

		<p>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 Mighty Minutes p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	6.A.1.g.	<p>Match a numeral to a set 0 to 5</p> <p><u>Buildings Study</u> p. 47 Investigation 2 Day 4 Small Group</p>
EXPECTATION	6.A.1.h.	<p>Count to 10</p> <p><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</p>
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	<p>Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 43 Investigation 2 Day 2 Mighty Minutes p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group</p>

EXPECTATION	1.A.1.b.	<p>Seek information through reading, observation, exploration, and investigations</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 43 Investigation 2 Day 2 Mighty Minutes p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.A.1.c.	<p>Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data</p> <p><u>Buildings Study</u> p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.A.1.d.	<p>Explain that when a science investigation is done the way it was done before, we expect to get a very similar result</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 45 Investigation 2 Day 3 Choice Time p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time 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>
EXPECTATION	1.A.1.e.	<p>Participate in multiple experiences to verify that science investigations generally work the same way in different places</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 45 Investigation 2 Day 3 Choice Time p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Small Group</p>

		<p>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>
EXPECTATION	1.A.1.f.	<p>Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 43 Investigation 2 Day 2 Mighty Minutes p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.A.1.g.	<p>Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences</p> <p><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</p>
TOPIC / INDICATOR	SC.1.	<p>SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2</p>
INDICATOR / PROFICIENCY LEVEL	1.B.	<p>Applying Evidence and Reasoning</p>
OBJECTIVE	1.B.1.	<p>People are more likely to believe your ideas if you can give good reasons for them</p>
EXPECTATION	1.B.1.a.	<p>Provide reasons for accepting or rejecting ideas examined</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. 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. 19 Exploring the Topic - Day 3 Small 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. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 46 Investigation 2 Day 4 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>

		<p>p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time 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 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. 72 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 96 Celebrating Learning Day 2 Large Group</p>
<p>EXPECTATION</p>	<p>1.B.1.b.</p>	<p>Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas</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. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small 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 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time 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. 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. 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. 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. 81 Investigation 5 Day 5 Small 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 Small Group</p>

EXPECTATION	1.B.1.c.	<p>Explain why it is important to make some fresh observations when people give different descriptions of the same thing</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. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small 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. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small 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 Small Group</p>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	<p>Describe things as accurately as possible and compare observations with those of others</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. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small 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>

		<p>p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small 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 Small Group</p>
EXPECTATION	1.C.1.b.	<p>Describe and compare things in terms of number, shape, texture, size, weight, color, and motion</p> <p><u>Buildings Study</u> 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. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small 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. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small 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 Small Group</p>
EXPECTATION	1.C.1.c.	<p>Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group</p>

		<p>p. 46 Investigation 2 Day 4 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group</p>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	<p>Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task</p> <p><u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.D.1.b.	<p>Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all</p> <p><u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.D.1.c.	<p>Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like</p> <p><u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.D.1.d.	<p>Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut)</p> <p><u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>

		p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.1.e.	Explain that sometimes it is not possible to make or do everything that is designed <u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.2.	Practice identifying the parts of things and how one part connects to and affects another
EXPECTATION	1.D.2.a.	Investigate a variety of objects to identify that most things are made of parts <u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing <u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that they couldn't do by themselves <u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking

		and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	<p>Explain that a model of something is different from the real thing but can be used to learn something about the real thing</p> <p><u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.D.3.b.	<p>Realize that one way to describe something is to say how it is like something else</p> <p><u>Buildings Study</u> 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. 73 Investigation 5 Day 1 Read-Aloud 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. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud</p>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	<p>Investigate and explore science concepts.</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 45 Investigation 2 Day 3 Choice Time p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time 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>
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and

		the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group
EXPECTATION	3.A.1.b.	Gather information about how some plants are alike in the way they look and the things they do. <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). <u>Buildings Study</u> 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. 32 Investigation 1 Day 3 Large 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. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group

		<p>p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time 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 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Read-Aloud p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 3 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 77 Investigation 5 Day 3 Read-Aloud</p>
EXPECTATION	4.A.1.b.	<p>Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).</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>
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	<p>Recognize why people have rules at home and at school.</p> <p><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>
EXPECTATION	1.A.1.b.	<p>Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the 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. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group</p>
TOPIC / INDICATOR	SS.3.	GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.
INDICATOR / PROFICIENCY LEVEL	3.A.	Using Geographic Tools
OBJECTIVE	3.A.1.	Recognize that a globe and maps are used to help people locate places.

EXPECTATION	3.A.1.a.	Recognize that maps are models of places. <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 64 Investigation 4 Day 1 Choice Time p. 69 Investigation 4 Day 3 Choice Time
EXPECTATION	3.A.1.b.	Recognize that a globe is a model of Earth. <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 64 Investigation 4 Day 1 Choice Time p. 69 Investigation 4 Day 3 Choice Time
EXPECTATION	3.A.1.c.	Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs. <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 64 Investigation 4 Day 1 Choice Time p. 69 Investigation 4 Day 3 Choice Time
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.2.	Identify that materials/resources are used to make products
EXPECTATION	4.A.2.a.	Recognize that workers do jobs in the home and school. <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
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. <u>Buildings Study</u> p. 42 Investigation 2 Day 2 Large Group p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group
EXPECTATION	6.C.1.b.	Pose questions about the topic. <u>Buildings Study</u> p. 42 Investigation 2 Day 2 Large Group p. 94 Celebrating Learning Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY	1.A.	Perceiving and Responding

LEVEL		
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways <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

EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children's voices <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") <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
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement <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
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games <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

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EXPECTATION	1.A.3.d.	<p>Explore a variety of locomotor and nonlocomotor movements to show meter</p> <p>Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	<p>Explore music used in daily living</p> <p>Buildings Study p. 27 Investigation 1 Outdoor Experiences</p>
EXPECTATION	2.B.1.b.	<p>Sing songs representative of different activities, holidays, and seasons in a variety of world cultures</p> <p>Buildings Study 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>

		<p>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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	<p>Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies</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>

		<p>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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
EXPECTATION	2.B.3.a.	<p>Explore creative expression through music, dance, creative dramatics, and the visual arts</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. 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. 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>

		p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment <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. 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
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the

		<p>observed world</p> <p>Buildings Study</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. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 37 Investigation 1 Day 5 Small Group</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 47 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 51 Investigation 3 Outdoor Experiences</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. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 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. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p>
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	<p>Identify the subject matter of various works of art</p> <p>Buildings Study</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 Small Group</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Choice Time</p> <p>p. 17 Exploring the Topic - Day 2 Read-Aloud</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. 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. 23 Exploring the Topic - Day 5 Choice Time</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 Small Group</p> <p>p. 30 Investigation 1 Day 2 Choice Time</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. 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 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Read-Aloud</p> <p>p. 35 Investigation 1 Day 4 Small Group</p>

		<p>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</p>
<p>EXPECTATION</p>	<p>1.2.A.b.</p>	<p>Use color, line, and shape to represent ideas visually from observation, memory, and imagination</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>

		<p>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</p>
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	<p>Explore color, line, and shape in artworks</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. 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>
EXPECTATION	1.A.3.b.	<p>Use color, line, and shape to make artworks</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>

		<p>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</p>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	<p>Observe works of art and identify ideas expressed by the artists</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>

		<p>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</p>
<p>EXPECTATION</p>	<p>2.B.1.b.</p>	<p>Use selected works of art as inspiration to express ideas visually and verbally</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>

		<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 Small Group</p> <p>p. 30 Investigation 1 Day 2 Choice Time</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. 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 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Read-Aloud</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 36 Investigation 1 Day 5 Choice Time</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 Small Group</p> <p>p. 40 Investigation 2 Day 1 Large Group</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 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Read-Aloud</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 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 46 Investigation 2 Day 4 Choice Time</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 Large Group</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</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 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 54 Investigation 3 Day 2 Large Group</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. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 61 Investigation 3 Day 5 Read-Aloud</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large 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 Small 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 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 Mighty Minutes</p> <p>p. 73 Investigation 5 Day 1 Read-Aloud</p> <p>p. 74 Investigation 5 Day 2 Large Group</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 Read-Aloud</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 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Small Group</p>
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TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	<p>Discuss and describe artworks with common themes or similar ideas expressed</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 Small Group</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Choice Time</p> <p>p. 17 Exploring the Topic - Day 2 Read-Aloud</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. 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. 23 Exploring the Topic - Day 5 Choice Time</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 Small Group</p> <p>p. 30 Investigation 1 Day 2 Choice Time</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. 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 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Read-Aloud</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 36 Investigation 1 Day 5 Choice Time</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 Small Group</p> <p>p. 40 Investigation 2 Day 1 Large Group</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 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Read-Aloud</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 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 46 Investigation 2 Day 4 Choice Time</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 Large Group</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</p>

		<p>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</p>
<p>EXPECTATION</p>	<p>2.B.2.b.</p>	<p>Describe and share personal artworks</p> <p><u>Buildings Study</u></p> <p>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. 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>

TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	<p>Discuss the subject matter of selected artworks</p> <p>Buildings Study</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. 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>

		<p>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>
<p>EXPECTATION</p>	<p>2.B.3.b.</p>	<p>Categorize the subject matter of artworks as the same or different</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>

		<p>p. 40 Investigation 2 Day 1 Large Group</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 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Read-Aloud</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 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 46 Investigation 2 Day 4 Choice Time</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 Large Group</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</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 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 54 Investigation 3 Day 2 Large Group</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. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 61 Investigation 3 Day 5 Read-Aloud</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large 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 Small 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 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 Mighty Minutes</p> <p>p. 73 Investigation 5 Day 1 Read-Aloud</p> <p>p. 74 Investigation 5 Day 2 Large Group</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 Read-Aloud</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 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Small Group</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. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 97 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment <u>Buildings Study</u>

		<p>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. 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>
EXPECTATION	2.B.4.b.	<p>Explain and use a variety of visual arts processes to express ideas</p> <p><u>Buildings Study</u></p> <p>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. 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>
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	<p>Explore art media, processes, and techniques</p> <p><u>Buildings Study</u></p> <p>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>

		<p>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</p>
<p>EXPECTATION</p>	<p>3.C.1.b.</p>	<p>Manipulate art media, materials and tools safely</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. 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>
<p>EXPECTATION</p>	<p>3.C.1.c.</p>	<p>Create artworks that explore the uses of color, line, and shape, to express ideas</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. 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>

		<p>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>
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	<p>Explore ways images communicate ideas</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. 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>
EXPECTATION	3.C.2.b.	<p>Identify color, line, and shape in artworks</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. 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>

		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
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <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. 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>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>
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	<p>Listen to and perform nursery rhymes, finger plays, and popular books and other media</p> <p><u>Buildings Study</u> p. 31 Investigation 1 Day 2 Small Group</p>
EXPECTATION	1.A.1.b.	<p>Explore themes and ideas about people and events through improvisational play</p> <p><u>Buildings Study</u> 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>

		<p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 37 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 41 Investigation 2 Day 1 Mighty Minutes</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 Mighty Minutes</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</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 Mighty Minutes</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 60 Investigation 3 Day 5 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. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 73 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 77 Investigation 5 Day 3 Mighty Minutes</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 Mighty Minutes</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 Mighty Minutes</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p>
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	<p>Explore expressive qualities in dance, music, theatre, and visual arts</p> <p><u>Buildings Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p>
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	<p>Sing and move to a variety of traditional children’s songs from a variety of cultures</p> <p><u>Buildings 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 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Mighty Minutes</p> <p>p. 20 Exploring the Topic - Day 4 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. 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>
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.b.	<p>Use sound effects, costumes, and properties to enhance the quality of dramatic activities</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 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. 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>
EXPECTATION	3.C.1.c.	<p>Explore the expressive qualities of a variety of locomotor and non-locomotor movements</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>
EXPECTATION	3.C.1.d.	<p>Improvise roles and behaviors associated with a variety of animals and professions</p> <p><u>Buildings Study</u> 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>

		<p>p. 41 Investigation 2 Day 1 Mighty Minutes</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 Mighty Minutes</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</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 Mighty Minutes</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 60 Investigation 3 Day 5 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. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 73 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 77 Investigation 5 Day 3 Mighty Minutes</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 Mighty Minutes</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 Mighty Minutes</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p>
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	<p>Recognize that a play has characters, dialogue, setting(s), and tells a story</p> <p><u>Buildings Study</u></p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 73 Investigation 5 Day 1 Small Group</p>
EXPECTATION	3.C.2.b.	<p>Observe and identify what characters do in a variety of settings</p> <p><u>Buildings Study</u></p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 73 Investigation 5 Day 1 Small Group</p>
EXPECTATION	3.C.2.c.	<p>Imitate the actions of observed characters and objects</p> <p><u>Buildings Study</u></p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 73 Investigation 5 Day 1 Small Group</p>
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and

		other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Small Group p. 69 Investigation 4 Day 3 Small Group p. 73 Investigation 5 Day 1 Small Group
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings <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
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement <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
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness <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
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements <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
EXPECTATION	1.A.2.c.	Perform and name selected dance movements <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
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher

		<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
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement <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
EXPECTATION	1.A.3.b.	Explore the uses of dance movements <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
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
EXPECTATION	2.B.1.a.	View dances from other cultures <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
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures <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
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <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
EXPECTATION	2.B.2.b.	Create movements that express specific moods <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

TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <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
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli <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
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements <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
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation <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
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance <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
EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition <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
EXPECTATION	3.C.2.c.	Use dance movement to tell stories

		<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
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation <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
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models <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
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances <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
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances <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
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes

		<p>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>
EXPECTATION	1.A.1.b.	<p>Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping</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>
EXPECTATION	1.A.1.c.	<p>Demonstrate non-locomotive skills of bending and stretching</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>
TOPIC / INDICATOR	PE.1.	<p>SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying skills.</p>
INDICATOR / PROFICIENCY LEVEL	1.B.	<p>Creative Movement</p>
OBJECTIVE	1.B.1.	<p>Show creative movement skills</p>
EXPECTATION	1.B.1.b.	<p>Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns</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>
TOPIC / INDICATOR	PE.2.	<p>BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.</p>
INDICATOR / PROFICIENCY LEVEL	2.A.	<p>Effects on Objects</p>
OBJECTIVE	2.A.1.	<p>Identify ways that people and objects move</p>
EXPECTATION	2.A.1.a.	<p>Show how a body moves fast and slow</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>

		<p>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>
EXPECTATION	2.A.1.b.	<p>Show how to move a body forward, backward, and sideways in open space</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>
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	<p>Show basic motor skills, using imitation, as a means for motor skill improvement</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>
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	<p>Use verbal and visual cues to improve skill performance</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>
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY	6.A.	Safety in Physical Activity

LEVEL		
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <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
STRAND / TOPIC / STANDARD	MD.HE.EC.	Health Education
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.A.	Responses to Food
OBJECTIVE	6.A.1.	Students will identify the relationship between food and the senses
EXPECTATION	6.A.1.a.	Recognize that foods have different tastes such as, sweet, sour, bitter, and salty <u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.E.	Food and Health
OBJECTIVE	6.E.1.	Recognize the relationship between food and health
EXPECTATION	6.E.1.a.	Tell why the body needs food <u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Small Group

Clothes Study

State: *Maryland Model for School Readiness*

Subject: Early Childhood Education

Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	<p>Relate needs, wants, and feelings to others</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>
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	<p>Generate and follow classroom rules</p> <p><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</p>
EXPECTATION	1.A.4.b.	<p>Plan routine activities in the classroom with guidance</p> <p><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</p>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others

OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	<p>Initiate conversation with peers and adults</p> <p>Clothes Study</p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 013 Exploring the Topic Outdoor Experiences</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>p. 045 Investigation 2 day 3 Read-Aloud</p>

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
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 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>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>
<p>EXPECTATION</p>	<p>2.A.1.b.</p>	<p>Take turns when working in groups with guidance</p> <p><u>Clothes Study</u> 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>

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. 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
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 p. 058 Investigation 3 Day 5 Choice Time
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 p. 059 Investigation 3 Day 5 Read-Aloud
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 p. 059 Investigation 3 Day Large-Group Roundup
 p. 062 Investigation 4 Day 1 Large Group
 p. 063 Investigation 4 Day 1 Choice Time
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 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
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 p. 067 Investigation 4 Day 3 Large-Group Roundup
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 p. 070 Investigation 5 Day 1 Choice Time
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 p. 071 Investigation 5 Day 1 Small Group
 p. 072 Investigation 5 Day 2 Choice Time
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 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
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 p. 082 Investigation 6 Day 3 Choice Time
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 p. 083 Investigation 6 Day 3 Large-Group Roundup
 p. 083 Investigation 6 Day 3 Read-Aloud
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 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. 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

TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences
EXPECTATION	2.A.2.b.	Understand rules of group activities with guidance <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
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments <u>Clothes Study</u> 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
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p. 041 Investigation 2 Day 1 Choice Time
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p. 045 Investigation 2 Day 3 Choice Time
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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
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p. 051 Investigation 3 Day 1 Large-Group Roundup
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p. 054 Investigation 3 Day 3 Choice Time
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p. 055 Investigation 3 Day 3 Large-Group Roundup
p. 055 Investigation 3 Day 3 Read-Aloud
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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
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 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
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 p. 082 Investigation 6 Day 3 Choice Time
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 p. 087 Investigation 6 Day 5 Large-Group Roundup
 p. 090 Investigation 7 Day 1 Large Group
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 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. 108 Celebrating Learning Day 1 Choice Time

		<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>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	<p>Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</p> <p><u>Clothes Study</u></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. 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. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 day 3 Read-Aloud</p> <p>p. 051 Investigation 3 Day 1 Read-Aloud</p> <p>p. 055 Investigation 3 Day 3 Read-Aloud</p> <p>p. 059 Investigation 3 Day 5 Read-Aloud</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	<p>Ask some questions about new things and experiences</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>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks

		<p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences</p>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	<p>Ask questions to seek ideas for new tasks</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>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	<p>Participate in classroom activities</p> <p><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</p>
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS:

		Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	<p>Tell whether sounds are same or different</p> <p><u>Clothes Study</u> 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>
EXPECTATION	1.A.1.c.	<p>Identify and repeat initial sounds in words</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>
EXPECTATION	1.A.1.d.	<p>Classify words by initial sounds</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>

		<p>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>
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words <u>Clothes Study</u> 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
EXPECTATION	1.A.2.b.	Repeat phrases and sentences with alliteration <u>Clothes Study</u> p. 066 Investigation 4 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words <u>Clothes Study</u> 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>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. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 043 Investigation 2 Day 2 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 053 Investigation 3 Day 2 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 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 Small Group</p> <p>p. 075 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 079 Investigation 6 Day 1 Mighty Minutes</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 Mighty Minutes</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Mighty Minutes</p> <p>p. 093 Investigation 7 Day 2 Mighty Minutes</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 095 Investigation 7 Day 3 Mighty Minutes</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Clothes Study</u> p. 041 Investigation 2 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <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>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>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	<p>Recognize similarities and differences in letter shapes</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>
EXPECTATION	1.B.1.b.	<p>Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</p> <p><u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 3 Mighty Minutes p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 079 Investigation 6 Day 1 Small 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>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics

OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	<p>Identify and name some upper and lower case letters in words, especially those in the student's own name</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>
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	<p>Listen to models of fluent reading</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. 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. 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. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes</p>

		<p>p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Small Group 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. 067 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Small Group 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. 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. 095 Investigation 7 Day 3 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.C.1.b.	<p>Recite nursery rhymes, poems, and finger plays with expression</p> <p><u>Clothes Study</u> 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 Choice Time</p>
EXPECTATION	1.C.1.c.	<p>Develop beginning sight vocabulary of familiar words, such as first name, color words</p> <p><u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 055 Investigation 3 Day 3 Small Group</p>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	<p>Acquire new vocabulary through listening to a variety of texts on a daily basis</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>

		<p>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>
EXPECTATION	1.D.1.b.	<p>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</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>
EXPECTATION	1.D.1.c.	<p>Ask questions about unknown objects and words related to topics discussed</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. 016 Exploring the Topic Day 2 Large Group 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. 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. 033 Investigation 1 Day 3 Read-Aloud 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. 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. 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>

		<p>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. 057 Investigation 3 Day 4 Small Group 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. 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. 071 Investigation 5 Day 1 Small Group 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. 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. 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>
EXPECTATION	1.D.1.d.	<p>Listen to and identify the meaning of content-specific vocabulary</p> <p><u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Choice Time 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. 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>
EXPECTATION	1.D.1.e.	<p>Identify some signs, labels, and environmental print</p> <p><u>Clothes Study</u> p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group</p>
EXPECTATION	1.D.1.f.	<p>Collect and play with favorite words</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>

		<p>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>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	<p>Use words to describe size, color, and shape</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences 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. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Choice Time</p>

		<p>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 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. 081 Investigation 6 Day 2 Large-Group Roundup p. 083 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Read-Aloud 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 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Read-Aloud p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Large Group 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>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	<p>Use newly learned vocabulary on multiple occasions to reinforce meaning</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>

		<p>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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	<p>Understand that speech can be written and read</p> <p><u>Clothes Study</u> 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 Small Group p. 063 Investigation 4 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 2 Small Group</p>
EXPECTATION	1.E.1.b.	<p>Understand that print conveys meaning</p> <p><u>Clothes Study</u> 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 Small Group p. 063 Investigation 4 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 2 Small Group</p>
EXPECTATION	1.E.1.c.	<p>Demonstrate the proper use of a book</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. 045 Investigation 2 day 3 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. 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>
EXPECTATION	1.E.1.d.	<p>Identify the title of a book</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. 035 Investigation 1 Day 4 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. 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</p>
EXPECTATION	1.E.1.e.	<p>Demonstrate that text is read from left to right and top to bottom</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>
EXPECTATION	1.E.1.f.	<p>Identify pictures, shapes, letters, and numerals</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Read-Aloud 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. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Mighty Minutes 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. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 1 Day 5 Read-Aloud 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 Small Group p. 045 Investigation 2 Day 3 Choice Time 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. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 4 Large 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 Mighty Minutes</p>

		<p>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. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 071 Investigation 5 Day 1 Read-Aloud 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. 083 Investigation 6 Day 3 Read-Aloud 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. 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. 091 Investigation 7 Day 1 Small Group p. 093 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 3 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.a.	<p>Make connections to the text using illustrations/ photographs from prior knowledge</p> <p><u>Clothes Study</u> p. 029 Investigation 1 Day 1 Read-Aloud</p>
EXPECTATION	1.E.2.b.	<p>Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic</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. 037 Investigation 1 Day 5 Read-Aloud 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. 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>

TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	<p>Use illustrations to construct meaning</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. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large 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. 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. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small 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 Read-Aloud</p>
EXPECTATION	1.E.3.b.	<p>Make and confirm predictions</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. 037 Investigation 1 Day 5 Read-Aloud 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. 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>
EXPECTATION	1.E.3.c.	<p>Connect events, characters, and actions in stories to specific life experiences</p> <p><u>Clothes Study</u></p>

		<p>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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	<p>Recall information from text</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 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. 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. 033 Investigation 1 Day 3 Read-Aloud 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. 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. 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. 057 Investigation 3 Day 4 Small Group</p>

		<p>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. 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. 071 Investigation 5 Day 1 Small Group 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. 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. 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>
<p>EXPECTATION</p>	<p>1.E.4.b.</p>	<p>Respond orally to questions</p> <p>Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group 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. 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>
<p>EXPECTATION</p>	<p>1.E.4.c.</p>	<p>Respond to text in a variety of ways: Retell; Dramatize; Draw</p> <p>Clothes Study p. 015 Exploring the Topic Day 1 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. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time 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. 046 Investigation 2 Day 4 Choice Time 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. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud</p>

		p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
EXPECTATION	1.E.4.e.	Retell a story as though reading a book <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 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 Choice Time 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. 046 Investigation 2 Day 4 Choice Time 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. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group 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. 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
EXPECTATION	2.A.1.b.	Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Small Group p. 067 Investigation 4 Day 3 Small Group
EXPECTATION	2.A.1.c.	Listen to and use personal interest materials, such as books and magazines <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group

		<p>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. 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>
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	<p>Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams</p> <p><u>Clothes Study</u> 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. 066 Investigation 4 Day 3 Large Group p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time</p>
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	<p>Retell important facts from a 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. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud 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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self-selected and assigned literary texts
EXPECTATION	3.A.1.a.	<p>Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</p> <p><u>Clothes Study</u></p>

		<p>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. 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. 023 Exploring the Topic Day 5 Small Group 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. 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. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Small Group 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. 063 Investigation 4 Day 1 Read- Aloud p. 065 Investigation 4 Day 2 Choice Time 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. 071 Investigation 5 Day 1 Small Group 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. 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. 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>
<p>EXPECTATION</p>	<p>3.A.1.b.</p>	<p>Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</p> <p><u>Clothes Study</u></p> <p>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. 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. 023 Exploring the Topic Day 5 Small Group 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>

		<p>p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group 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. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Small Group 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. 067 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 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. 095 Investigation 7 Day 3 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	<p>Identify and explain how the title contributes to meaning</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. 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. 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</p>
EXPECTATION	3.A.2.b.	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning

		<p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 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. 037 Investigation 1 Day 5 Read-Aloud 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. 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. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small 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 Read-Aloud</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	<p>Identify the beginning and end of a story</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. 023 Exploring the Topic Day 5 Read-Aloud 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. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time 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. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
EXPECTATION	3.A.3.b.	<p>Identify the characters of a story</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. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 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. 046 Investigation 2 Day 4 Large Group 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>

		<p>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. 071 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 3 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. 109 Celebrating Learning Day 1 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	<p>Identify rhyme, rhythm, and repetition in poems read to them</p> <p><u>Clothes Study</u> p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 059 Investigation 3 Day 5 Small Group p. 071 Investigation 5 Day 1 Small Group</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	<p>Retell the story by sequencing the main events</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. 023 Exploring the Topic Day 5 Read-Aloud 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. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time 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. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
EXPECTATION	3.A.6.b.	<p>Identify a personal connection to the text</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 Small Group</p>

		<p>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. 095 Investigation 7 Day 3 Read-Aloud</p>
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.a.	Recognize that writing conveys meaning <u>Clothes Study</u> p. 091 Investigation 7 Day 1 Choice Time
EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas <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. 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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	Write to express personal ideas using letter-like shapes, symbols, and letters <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. 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
EXPECTATION	4.A.2.b.	Contribute to a shared writing experience or topic of interest

		<p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 057 Investigation 3 Day 4 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group 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. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup</p>
EXPECTATION	4.A.2.c.	<p>Use drawings, letters, or symbols to express personal ideas</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. 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>
TOPIC / INDICATOR	LLD.4.	<p>WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.</p>
INDICATOR / PROFICIENCY LEVEL	4.A.	<p>Writing</p>
OBJECTIVE	4.A.4.	<p>Identify how language choices in writing and speaking affect thoughts and feelings</p>
EXPECTATION	4.A.4.a.	<p>Identify and use words to communicate 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. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud</p>
TOPIC / INDICATOR	LLD.5.	<p>CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.</p>
INDICATOR / PROFICIENCY LEVEL	5.A.	<p>Grammar</p>

OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
EXPECTATION	5.A.1.a.	Use complete sentences to respond to questions <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 081 Investigation 6 Day 2 Small Group
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <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
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 080 Investigation 6 Day 2 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time

		<p>p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences</p>
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	<p>Speak clearly enough to be heard and understood in a variety of settings</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group</p>
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.2.	Make oral presentations
EXPECTATION	7.A.2.b.	<p>Use props in situations, such as show-and-tell</p> <p><u>Clothes Study</u> 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. 047 Investigation 2 Day 4 Small Group 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 Small Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 093 Investigation 7 Day 2 Small Group</p>
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap...

		<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
EXPECTATION	1.A.2.b.	Recognize simple patterns <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes
EXPECTATION	1.A.2.c.	Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule <u>Clothes Study</u> p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 082 Investigation 6 Day 3 Choice Time
EXPECTATION	1.A.2.f.	Identify patterns in real-world situations <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <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
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group

		p. 091 Investigation 7 Day 1 Small Group
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <u>Clothes Study</u> p. 039 Investigation 2 Outdoor Experiences p. 049 Investigation 3 Outdoor Experiences p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 070 Investigation 5 Day 1 Choice Time p. 089 Investigation 7 Outdoor Experiences p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Small Group
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences 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
EXPECTATION	2.B.1.b.	Find solid figures 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next to, below, beside, behind <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
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques,

		formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder <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
EXPECTATION	3.A.1.b.	Compare and describe objects according to a single attribute <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
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.a.	Measure length of objects <u>Clothes Study</u> p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time
EXPECTATION	3.B.1.b.	Explore the capacity of containers <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Small Group
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION	4.A.1.a.	Explore data by answering a yes/no question <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

TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.B.	Data Analysis
OBJECTIVE	4.B.1.	Analyze data
EXPECTATION	4.B.1.a.	Talk about data from real graphs to answer a question such as: Which category has the most? <u>Clothes Study</u> p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group
EXPECTATION	6.A.1.c.	Construct relationships based on quantity <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	6.A.1.e.	Count and discuss quantity <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 Mighty Minutes p. 023 Exploring the Topic Day 5 Small 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. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large 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. 046 Investigation 2 Day 4 Large 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>p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	6.A.1.g.	<p>Match a numeral to a set 0 to 5</p> <p><u>Clothes Study</u> p. 073 Investigation 5 Day 2 Small Group</p>
EXPECTATION	6.A.1.h.	<p>Count to 10</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>
TOPIC / INDICATOR	MA.7.	PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.
INDICATOR / PROFICIENCY LEVEL	7.C.	Communication
OBJECTIVE	7.C.1.	Present mathematical ideas using words, symbols, visual displays, or technology
EXPECTATION	7.C.1.a.	<p>Use multiple representations to express concepts or solutions</p> <p><u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group</p>
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	<p>Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group</p>

		<p>p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time 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. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group 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. 067 Investigation 4 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time</p>
EXPECTATION	1.A.1.b.	<p>Seek information through reading, observation, exploration, and investigations</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences 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. 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. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group 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. 067 Investigation 4 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time</p>
EXPECTATION	1.A.1.c.	<p>Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data</p> <p><u>Clothes Study</u> p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 2 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>
EXPECTATION	1.A.1.d.	<p>Explain that when a science investigation is done the way it was done before, we expect to get a very similar result</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. 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. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time</p>

		<p>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>
EXPECTATION	1.A.1.e.	<p>Participate in multiple experiences to verify that science investigations generally work the same way in different places</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. 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. 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>
EXPECTATION	1.A.1.f.	<p>Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences 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. 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. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group 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. 067 Investigation 4 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time</p>
EXPECTATION	1.A.1.g.	<p>Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences</p> <p><u>Clothes Study</u></p>

		p. 094 Investigation 7 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 111 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examined <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. 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. 063 Investigation 4 Day 1 Choice Time 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. 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. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 2 Mighty Minutes

		<p>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>
<p>EXPECTATION</p>	<p>1.B.1.b.</p>	<p>Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas</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. 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>

		<p>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>
<p>EXPECTATION</p>	<p>1.B.1.c.</p>	<p>Explain why it is important to make some fresh observations when people give different descriptions of the same thing</p> <p><u>Clothes Study</u></p> <p>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. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes</p>

		<p>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>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	<p>Describe things as accurately as possible and compare observations with those of others</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>

	<p>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. 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>
<p>EXPECTATION</p>	<p>1.C.1.b. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion</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>

		<p>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. 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>
EXPECTATION	1.C.1.c.	<p>Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)</p> <p><u>Clothes Study</u> p. 028 Investigation 1 Day 1 Choice Time p. 050 Investigation 3 Day 1 Choice Time p. 058 Investigation 3 Day 5 Choice Time</p>
EXPECTATION	1.C.1.d.	<p>Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean</p> <p><u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences 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. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group</p>
TOPIC / INDICATOR	SC.1.	<p>SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2</p>
INDICATOR / PROFICIENCY LEVEL	1.D.	<p>Technology</p>

OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	<p>Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task</p> <p><u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time</p>
EXPECTATION	1.D.1.b.	<p>Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all</p> <p><u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time</p>
EXPECTATION	1.D.1.c.	<p>Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like</p> <p><u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time</p>
EXPECTATION	1.D.1.d.	<p>Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut)</p> <p><u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time</p>
EXPECTATION	1.D.1.e.	<p>Explain that sometimes it is not possible to make or do everything that is designed</p> <p><u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time</p>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.2.	Practice identifying the parts of things and how one part connects to and affects another
EXPECTATION	1.D.2.a.	<p>Investigate a variety of objects to identify that most things are made of parts</p> <p><u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group</p>

		p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that they couldn't do by themselves <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. <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>
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). <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. 021 Exploring the topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group

		<p>p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Read-Aloud 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. 042 Investigation 2 Day 2 Large Group 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 Large Group p. 047 Investigation 2 Day 4 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 3 Choice Time p. 055 Investigation 3 Day 3 Small Group 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. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Choice Time p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time</p>
EXPECTATION	4.A.1.b.	<p>Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).</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>
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	<p>Recognize why people have rules at home and at school.</p> <p><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</p>

EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the 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
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.2.	Identify that materials/resources are used to make products
EXPECTATION	4.A.2.a.	Recognize that workers do jobs in the home and school. <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
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.B.	Learn to Write to Communicate Social Studies Understandings
OBJECTIVE	6.B.1.	Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
EXPECTATION	6.B.1.a.	Write to express social studies ideas using a variety of forms. <u>Clothes Study</u> p. 045 Investigation 2 Day 3 Small Group
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. <u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the

		diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences 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
EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children’s voices <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space (“bubble space”) <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences 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>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>
EXPECTATION	1.A.3.d.	<p>Explore a variety of locomotor and nonlocomotor movements to show meter</p> <p><u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes</p>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	<p>Explore music used in daily living</p> <p><u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences</p>
EXPECTATION	2.B.1.b.	<p>Sing songs representative of different activities, holidays, and seasons in a variety of world cultures</p> <p><u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences 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>

		<p>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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	<p>Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies</p> <p><u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences 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>

		<p>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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
EXPECTATION	2.B.3.a.	<p>Explore creative expression through music, dance, creative dramatics, and the visual arts</p> <p><u>Clothes Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences 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>

		<p>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. 081 Investigation 6 Day 2 Mighty Minutes 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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	<p>Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version</p> <p><u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences</p>
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	<p>Verbalize or use visual representation for at least one reason for musical experience</p> <p><u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences</p>
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	<p>Identify colors, lines, and shapes found in the environment</p> <p><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>

		<p>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>
EXPECTATION	1.A.1.b.	<p>Use colors, lines, and shapes to communicate ideas about the observed world</p> <p><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 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group</p>
TOPIC / INDICATOR	FA-V.1.	<p>PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.</p>
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	<p>Identify the subject matter of various works of art</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. 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>

		<p>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>
<p>EXPECTATION</p>	<p>1.2.A.b.</p>	<p>Use color, line, and shape to represent ideas visually from observation, memory, and imagination</p> <p><u>Clothes Study</u></p> <p>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>

		p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks <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 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks <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 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself,

		other people, places, and events
EXPECTATION	2.B.1.a.	<p>Observe works of art and identify ideas expressed by the artists</p> <p>Clothes Study</p> <p>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. 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>
EXPECTATION	2.B.1.b.	Use selected works of art as inspiration to express ideas visually

		<p>and verbally</p> <p>Clothes Study</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> <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>
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TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of
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		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	<p>Discuss and describe artworks with common themes or similar ideas expressed</p> <p><u>Clothes Study</u></p> <p>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. 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>

		<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>
EXPECTATION	2.B.2.b.	<p>Describe and share personal artworks</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>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 074 Investigation 5 Day 3 Choice Time</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	<p>Discuss the subject matter of selected artworks</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> <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. 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>
<p>EXPECTATION</p>	<p>2.B.3.b.</p>	<p>Categorize the subject matter of artworks as the same or different</p> <p><u>Clothes Study</u></p> <p>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. 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>

		<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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	<p>Identify the visual qualities of works of art and the environment</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>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 074 Investigation 5 Day 3 Choice Time</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p>
EXPECTATION	2.B.4.b.	Explain and use a variety of visual arts processes to express ideas

		<p><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 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group</p>
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	<p>Explore art media, processes, and techniques</p> <p><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 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group</p>
EXPECTATION	3.C.1.b.	<p>Manipulate art media, materials and tools safely</p> <p><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>

		<p>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>
EXPECTATION	3.C.1.c.	<p>Create artworks that explore the uses of color, line, and shape, to express ideas</p> <p><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 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group</p>
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	<p>Explore ways images communicate ideas</p> <p><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>

		<p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p>
EXPECTATION	3.C.2.b.	<p>Identify color, line, and shape in artworks</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>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 074 Investigation 5 Day 3 Choice Time</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p>
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	<p>Observe and respond to selected artworks</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> <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. 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>
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	<p>Listen to and perform nursery rhymes, finger plays, and popular books and other media</p> <p><u>Clothes Study</u> 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 Choice Time p. 073 Investigation 5 Day 2 Small Group</p>
EXPECTATION	1.A.1.b.	<p>Explore themes and ideas about people and events through improvisational 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>

		<p>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</p>
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	<p>Explore expressive qualities in dance, music, theatre, and visual arts</p> <p><u>Clothes Study</u></p> <p>p. 018 Exploring the Topic Day 3 Large Group 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 Small Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 058 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 3 Small Group p. 074 Investigation 5 Day 3 Large Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and

		conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	<p>Sing and move to a variety of traditional children’s songs from a variety of cultures</p> <p><u>Clothes Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences 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. 081 Investigation 6 Day 2 Mighty Minutes 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>
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the

		theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.2.	Demonstrate knowledge of theatrical conventions as performers and as an audience
EXPECTATION	2.B.2.a.	Listen to and retell familiar stories and create accompaniment using natural and human-made sounds <u>Clothes Study</u> 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 Choice Time
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.a.	Pantomime characters from books or rhymes <u>Clothes Study</u> 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 Choice Time
EXPECTATION	3.C.1.b.	Use sound effects, costumes, and properties to enhance the quality of dramatic activities <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

EXPECTATION	3.C.1.c.	Explore the expressive qualities of a variety of locomotor and non-locomotor movements <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.1.d.	Improvise roles and behaviors associated with a variety of animals and professions <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
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	Recognize that a play has characters, dialogue, setting(s), and tells a story <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group 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 Small Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time

		<p>p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 058 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 3 Small Group p. 074 Investigation 5 Day 3 Large Group p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
EXPECTATION	3.C.2.b.	<p>Observe and identify what characters do in a variety of settings</p> <p><u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group 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 Small Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 058 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 3 Small Group p. 074 Investigation 5 Day 3 Large Group p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
EXPECTATION	3.C.2.c.	<p>Imitate the actions of observed characters and objects</p> <p><u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group 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 Small Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group</p>

		<p>p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 058 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 3 Small Group p. 074 Investigation 5 Day 3 Large Group p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	<p>Identify and discuss characters in stories</p> <p><u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group 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 Small Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 058 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 3 Small Group p. 074 Investigation 5 Day 3 Large Group p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements

		that communicate ideas, thoughts, and feelings <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.2.c.	Perform and name selected dance movements <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.3.b.	Explore the uses of dance movements <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
EXPECTATION	2.B.1.a.	View dances from other cultures <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes

EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	2.B.2.b.	Create movements that express specific moods <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance

		<u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.2.c.	Use dance movement to tell stories <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity <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
EXPECTATION	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping <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
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <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
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns <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
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	Show how a body moves fast and slow <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
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open

		space <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
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.B.	Balance
OBJECTIVE	2.B.1.	Identify balance through movement
EXPECTATION	2.B.1.a.	Show the ability to balance on one or more body parts <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance <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
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <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
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.C.	Cooperation and Responsibility
OBJECTIVE	6.C.1.	Identify and behavioral skills to develop a sense of community in physical activity settings
EXPECTATION	6.C.1.a.	Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others <u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time

Reduce, Reuse, Recycle Study
State: *Maryland Model for School Readiness*
Subject: Early Childhood Education
Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	<p>Relate needs, wants, and feelings to others</p> <p><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</p>
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	<p>Generate and follow classroom rules</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group</p>
EXPECTATION	1.A.4.b.	<p>Plan routine activities in the classroom with guidance</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group</p>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	<p>Initiate conversation with peers and adults</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences 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>

		<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</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> <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>
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		<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. 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>
<p>EXPECTATION</p>	<p>2.A.1.b.</p>	<p>Take turns when working in groups with guidance</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences 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>

		<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</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> <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>
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TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	<p>Listen to directions from peers and responds to simple tasks</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	2.A.2.b.	<p>Understand rules of group activities with guidance</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p>
EXPECTATION	2.A.2.c.	<p>Speak of individual contributions and group accomplishments</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences</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. 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
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
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		<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> <p>p.15 Exploring the Topic Day 1 Small Group</p>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	<p>Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</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. 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</p>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	<p>Ask some questions about new things and experiences</p> <p><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</p>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	<p>Listen to simple directions specific to the tasks</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group</p>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	<p>Ask questions to seek ideas for new tasks</p> <p><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>

		p. 40 Investigation 2 Day 3 Large Group
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <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
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words <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
EXPECTATION	1.A.1.d.	Classify words by initial sounds <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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness

OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words <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
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words <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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 37 Investigation 2 Day 1 Small Group p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <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
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY	1.B.	Phonics

LEVEL		
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	<p>Recognize similarities and differences in letter shapes</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes 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. 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. 55 Investigation 4 Day 1 Mighty Minutes 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>
EXPECTATION	1.B.1.b.	<p>Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 37 Investigation 2 Day 1 Small Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group</p>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	<p>Identify and name some upper and lower case letters in words, especially those in the student's own name</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes 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. 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. 55 Investigation 4 Day 1 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes</p>

		<p>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>
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	<p>Listen to models of fluent reading</p> <p><u>Reduce, Reuse, Recycle 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. 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. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group 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. 46 Investigation 3 Day 1 Large Group 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. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 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. 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. 87 Celebrating Learning Day 2 Mighty Minutes</p>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	<p>Acquire new vocabulary through listening to a variety of texts on a daily basis</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. 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</p>
EXPECTATION	1.D.1.b.	<p>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p><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</p>
EXPECTATION	1.D.1.c.	<p>Ask questions about unknown objects and words related to topics discussed</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. 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. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group 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. 46 Investigation 3 Day 1 Large Group 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. 50 Investigation 3 Day 3 Large Group 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. 61 Investigation 4 Day 4 Read-Aloud</p>

		<p>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. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.D.1.d.	<p>Listen to and identify the meaning of content-specific vocabulary</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group</p>
EXPECTATION	1.D.1.e.	<p>Identify some signs, labels, and environmental print</p> <p><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</p>
EXPECTATION	1.D.1.f.	<p>Collect and play with favorite words</p> <p><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</p>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	<p>Use words to describe size, color, and shape</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>

		<p>p. 21 Exploring the Topic Day 4 Large-Group Roundup</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 Small Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</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. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>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. 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>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	<p>Use newly learned vocabulary on multiple occasions to reinforce meaning</p> <p><u>Reduce. Reuse. Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 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. 33 Investigation 1 Day 3 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. 51 Investigation 3 Day 3 Read-Aloud</p>

		<p>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</p>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	<p>Understand that speech can be written and read</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group 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</p>
EXPECTATION	1.E.1.b.	<p>Understand that print conveys meaning</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group 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</p>
EXPECTATION	1.E.1.c.	<p>Demonstrate the proper use of a book</p> <p><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. 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. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.E.1.d.	<p>Identify the title of a book</p> <p><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</p>

EXPECTATION	1.E.1.e.	Demonstrate that text is read from left to right and top to bottom <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
EXPECTATION	1.E.1.f.	Identify pictures, shapes, letters, and numerals <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud 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 Read-Aloud p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Day 2 Mighty Minutes p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Read-Aloud p. 61 Investigation 4 Day 4 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 63 Investigation 4 Day 5 Read-Aloud p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Mighty Minutes p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.a.	Make connections to the text using illustrations/ photographs from prior knowledge <u>Reduce, Reuse, Recycle Study</u>

		p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group
EXPECTATION	1.E.2.b.	<p>Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic</p> <p><u>Reduce, Reuse, Recycle 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. 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. 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. 57 Investigation 4 Day 2 Small Group 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</p>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	<p>Use illustrations to construct meaning</p> <p><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. 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. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group 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 Choice Time 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</p>
EXPECTATION	1.E.3.b.	<p>Make and confirm predictions</p> <p><u>Reduce, Reuse, Recycle 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. 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. 49 Investigation 3 Day 2 Read-Aloud</p>

		<p>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. 57 Investigation 4 Day 2 Small Group 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</p>
EXPECTATION	1.E.3.c.	<p>Connect events, characters, and actions in stories to specific life experiences</p> <p><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</p>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	<p>Recall information from text</p> <p><u>Reduce, Reuse, Recycle 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. 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. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group 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. 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>

		<p>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. 87 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.E.4.b.	<p>Respond orally to questions</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. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 87 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.E.4.c.	<p>Respond to text in a variety of ways: Retell; Dramatize; Draw</p> <p><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. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small 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>
EXPECTATION	1.E.4.e.	<p>Retell a story as though reading a book</p> <p><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. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small 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>
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources

		<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. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	2.A.1.b.	Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules <u>Reduce, Reuse, Recycle Study</u> p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	2.A.1.c.	Listen to and use personal interest materials, such as books and magazines <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. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 87 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams <u>Reduce, Reuse, Recycle Study</u> p. 31 Investigation 1 Day 2 Small Group p. 51 Investigation 3 Day 3 Choice Time
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text <u>Reduce, Reuse, Recycle Study</u> p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 87 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self-selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <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. 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>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. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group 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. 46 Investigation 3 Day 1 Large Group 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. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 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. 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. 87 Celebrating Learning Day 2 Mighty Minutes</p>
<p>EXPECTATION</p>	<p>3.A.1.b.</p>	<p>Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</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. 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. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group 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. 46 Investigation 3 Day 1 Large Group 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. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Read-Aloud p. 54 Investigation 4 Day 1 Large Group p. 57 Investigation 4 Day 2 Read-Aloud</p>

		<p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 59 Investigation 4 Day 3 Read-Aloud</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 61 Investigation 4 Day 4 Read-Aloud</p> <p>p. 63 Investigation 4 Day 5 Read-Aloud</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Read-Aloud</p> <p>p. 69 Investigation 5 Day 2 Read-Aloud</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Read-Aloud</p> <p>p. 85 Celebrating Learning Day 1 Read-Aloud</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 Mighty Minutes</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	<p>Identify and explain how the title contributes to meaning</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 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. 51 Investigation 3 Day 3 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</p> <p>p. 59 Investigation 4 Day 3 Read-Aloud</p> <p>p. 63 Investigation 4 Day 5 Read-Aloud</p> <p>p. 69 Investigation 5 Day 2 Read-Aloud</p> <p>p. 71 Investigation 5 Day 3 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	3.A.2.b.	<p>Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</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 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. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 43 Investigation 2 Day 4 Read-Aloud</p> <p>p. 51 Investigation 3 Day 3 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding

EXPECTATION	3.A.3.a.	<p>Identify the beginning and end of a story</p> <p><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. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group</p>
EXPECTATION	3.A.3.b.	<p>Identify the characters of a story</p> <p><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. 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. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small 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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	<p>Identify rhyme, rhythm, and repetition in poems read to them</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 37 Investigation 2 Day 1 Small Group 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. 87 Celebrating Learning Day 2 Mighty Minutes</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	<p>Retell the story by sequencing the main events</p> <p><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>

		<p>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. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group</p>
EXPECTATION	3.A.6.b.	<p>Identify a personal connection to the text</p> <p><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</p>
TOPIC / INDICATOR	LLD.4.	<p>WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.</p>
INDICATOR / PROFICIENCY LEVEL	4.A.	<p>Writing</p>
OBJECTIVE	4.A.1.	<p>Compose texts using the prewriting and drafting strategies of effective writers and speakers</p>
EXPECTATION	4.A.1.b.	<p>Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas</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. 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</p>
TOPIC / INDICATOR	LLD.4.	<p>WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.</p>
INDICATOR / PROFICIENCY LEVEL	4.A.	<p>Writing</p>
OBJECTIVE	4.A.2.	<p>Compose oral and visual presentations that express personal ideas</p>
EXPECTATION	4.A.2.a.	<p>Write to express personal ideas using letter-like shapes, symbols, and letters</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. 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>

		<p>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>
EXPECTATION	4.A.2.b.	<p>Contribute to a shared writing experience or topic of interest</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 67 Investigation 5 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	4.A.2.c.	<p>Use drawings, letters, or symbols to express personal ideas</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. 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</p>
TOPIC / INDICATOR	LLD.4.	<p>WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.</p>
INDICATOR / PROFICIENCY LEVEL	4.A.	<p>Writing</p>
OBJECTIVE	4.A.4.	<p>Identify how language choices in writing and speaking affect thoughts and feelings</p>
EXPECTATION	4.A.4.a.	<p>Identify and use words to communicate feelings</p> <p><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</p>
TOPIC / INDICATOR	LLD.5.	<p>CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.</p>
INDICATOR / PROFICIENCY LEVEL	5.A.	<p>Grammar</p>
OBJECTIVE	5.A.1.	<p>Use grammar concepts and skills that strengthen oral language</p>
EXPECTATION	5.A.1.a.	<p>Use complete sentences to respond to questions</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group</p>

TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words <u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.2.	Make oral presentations
EXPECTATION	7.A.2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories <u>Reduce, Reuse, Recycle Study</u> p. 37 Investigation 2 Day 1 Large-Group Roundup
EXPECTATION	7.A.2.b.	Use props in situations, such as show-and-tell

		<u>Reduce, Reuse, Recycle Study</u> p. 37 Investigation 2 Day 1 Small Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap... <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
EXPECTATION	1.A.2.b.	Recognize simple patterns <u>Reduce, Reuse, Recycle Study</u> p. 32 Investigation 1 Day 3 Choice Time
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule <u>Reduce, Reuse, Recycle Study</u> p. 31 Investigation 1 Day 2 Small Group
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <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
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 55 Investigation 4 Day 1 Mighty Minutes
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
EXPECTATION	2.B.1.b.	Find solid figures 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next to, below, beside, behind <u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group

		p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	3.A.1.b.	Compare and describe objects according to a single attribute <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.a.	Measure length of objects <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
EXPECTATION	3.B.1.b.	Explore the capacity of containers <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	3.B.1.c.	Explore the weight of objects <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION	4.A.1.a.	Explore data by answering a yes/no question <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 23 Exploring the Topic Day 5 Small Group
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group
EXPECTATION	6.A.1.c.	Construct relationships based on quantity <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group

EXPECTATION	6.A.1.e.	Count and discuss quantity <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences 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
EXPECTATION	6.A.1.h.	Count to 10 <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences 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
TOPIC / INDICATOR	MA.7.	PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.
INDICATOR / PROFICIENCY LEVEL	7.C.	Communication
OBJECTIVE	7.C.1.	Present mathematical ideas using words, symbols, visual displays, or technology
EXPECTATION	7.C.1.a.	Use multiple representations to express concepts or solutions <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens

		<p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 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. 33 Investigation 1 Day 3 Small Group 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. 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>
EXPECTATION	1.A.1.b.	<p>Seek information through reading, observation, exploration, and investigations</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 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. 33 Investigation 1 Day 3 Small Group 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. 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>
EXPECTATION	1.A.1.c.	<p>Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.A.1.d.	<p>Explain that when a science investigation is done the way it was done before, we expect to get a very similar result</p> <p><u>Reduce, Reuse, Recycle Study</u> 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>

		<p>p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
EXPECTATION	1.A.1.e.	<p>Participate in multiple experiences to verify that science investigations generally work the same way in different places</p> <p><u>Reduce, Reuse, Recycle Study</u> 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>
EXPECTATION	1.A.1.f.	<p>Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 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. 33 Investigation 1 Day 3 Small Group 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. 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>
EXPECTATION	1.A.1.g.	<p>Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Choice Time p. 48 Investigation 3 Day 2 Choice Time p. 49 Investigation 3 Day 2 Large-Group Roundup 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. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup</p>
TOPIC / INDICATOR	SC.1.	<p>SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2</p>

INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	<p>Provide reasons for accepting or rejecting ideas examined</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 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. 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. 42 investigation 2 Day 4 Choice Time p. 43 Investigation 2 Day 4 Large-Group Roundup 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. 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. 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. 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. 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. 58 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Large-Group Roundup 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 Mighty Minutes 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. 69 Investigation 5 Day 2 Choice Time</p>

		<p>p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup 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. 86 Celebrating Learning Day 2 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. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
<p>EXPECTATION</p>	<p>1.B.1.b.</p>	<p>Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences 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. 42 investigation 2 Day 4 Choice Time p. 43 Investigation 2 Day 4 Large-Group Roundup 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 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. 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. 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. 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>

		<p>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. 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 Mighty Minutes 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. 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. 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. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup 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. 86 Celebrating Learning Day 2 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. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
<p>EXPECTATION</p>	<p>1.B.1.c.</p>	<p>Explain why it is important to make some fresh observations when people give different descriptions of the same thing</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences 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. 42 investigation 2 Day 4 Choice Time p. 43 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 2 Day 4 Small Group 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>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	<p>Describe things as accurately as possible and compare observations with those of others</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences</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. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p>

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. 42 investigation 2 Day 4 Choice Time
p. 43 Investigation 2 Day 4 Large-Group Roundup
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 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. 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. 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. 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. 58 Investigation 4 Day 3 Choice Time
p. 59 Investigation 4 Day 3 Large-Group Roundup
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 Mighty Minutes
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. 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. 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. 71 Investigation 5 Day 3 Choice Time
p. 71 Investigation 5 Day 3 Large-Group Roundup
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. 86 Celebrating Learning Day 2 Large Group

		<p>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. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
<p>EXPECTATION</p>	<p>1.C.1.b.</p>	<p>Describe and compare things in terms of number, shape, texture, size, weight, color, and motion</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences 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. 42 investigation 2 Day 4 Choice Time p. 43 Investigation 2 Day 4 Large-Group Roundup 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 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. 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. 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. 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. 58 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Large-Group Roundup 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 Mighty Minutes p. 62 Investigation 4 Day 5 Choice Time</p>

		<p>p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup 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. 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. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup 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. 86 Celebrating Learning Day 2 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. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
EXPECTATION	1.C.1.c.	<p>Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Large Group</p>
TOPIC / INDICATOR	SC.1.	<p>SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2</p>
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	<p>Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task</p> <p><u>Reduce, Reuse, Recycle Study</u> 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>
EXPECTATION	1.D.1.b.	<p>Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all</p> <p><u>Reduce, Reuse, Recycle Study</u> 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>
EXPECTATION	1.D.1.c.	<p>Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like</p> <p><u>Reduce, Reuse, Recycle Study</u> 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>
EXPECTATION	1.D.1.d.	<p>Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group</p>

		p. 43 Investigation 2 Day 4 Small Group
EXPECTATION	1.D.1.e.	Explain that sometimes it is not possible to make or do everything that is designed <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.2.	Practice identifying the parts of things and how one part connects to and affects another
EXPECTATION	1.D.2.a.	Investigate a variety of objects to identify that most things are made of parts <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that they couldn't do by themselves <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY	1.E.	History of Science

LEVEL		
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. <u>Reduce, Reuse, Recycle Study</u> 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
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). <u>Reduce, Reuse, Recycle 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 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. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	4.A.1.b.	Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). <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>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</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 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	<p>Recognize why people have rules at home and at school.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p>
EXPECTATION	1.A.1.b.	<p>Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p>
TOPIC / INDICATOR	SS.3.	GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.
INDICATOR / PROFICIENCY LEVEL	3.A.	Using Geographic Tools
OBJECTIVE	3.A.1.	Recognize that a globe and maps are used to help people locate places.
EXPECTATION	3.A.1.a.	<p>Recognize that maps are models of places.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 38 Investigation 2 Day 2 Large Group</p>
EXPECTATION	3.A.1.b.	<p>Recognize that a globe is a model of Earth.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 38 Investigation 2 Day 2 Large Group</p>
EXPECTATION	3.A.1.c.	<p>Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 38 Investigation 2 Day 2 Large Group</p>
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.2.	Identify that materials/resources are used to make products
EXPECTATION	4.A.2.a.	<p>Recognize that workers do jobs in the home and school.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 38 Investigation 2 Day 2 Large Group</p>

		p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.a.	Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
EXPECTATION	1.A.1.d.	Explore sounds in selected environments such as classroom, playground, fieldtrip, and cafeteria <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways <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>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>
EXPECTATION	1.A.2.b.	<p>Listen to examples of adult male voices, adult female voices, and children’s voices</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>
EXPECTATION	1.A.2.c.	<p>Wait and listen before imitating rhythmic and melodic patterns</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>
EXPECTATION	1.A.2.d.	<p>Explore steady beat through singing, speaking, and playing classroom instruments</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>
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	<p>Express music through movement, developing the concept of personal space (“bubble space”)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group</p>
EXPECTATION	1.A.3.b.	<p>Respond to steady beat through locomotor and body movement</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group</p>
EXPECTATION	1.A.3.c.	<p>Listen for simple directions or verbal cues in singing games</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group</p>

		<p>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>
EXPECTATION	1.A.3.d.	<p>Explore a variety of locomotor and nonlocomotor movements to show meter</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group</p>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	<p>Explore music used in daily living</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>
EXPECTATION	2.B.1.b.	<p>Sing songs representative of different activities, holidays, and seasons in a variety of world cultures</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>

		<p>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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	<p>Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies</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>

		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
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
EXPECTATION	2.B.3.a.	Explore creative expression through music, dance, creative dramatics, and the visual arts <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
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group

TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop confidence in the ability to improvise music through experimentation with sound
EXPECTATION	3.C.1.a.	Experiment with sound patterns through exploration of classroom instruments <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment <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
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the observed world <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>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>
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	<p>Identify the subject matter of various works of art</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. 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 Small Group</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 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. 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>
EXPECTATION	1.2.A.b.	<p>Use color, line, and shape to represent ideas visually from observation, memory, and imagination</p> <p><u>Reduce, Reuse, Recycle Study</u></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. 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. 61 Investigation 4 Day 4 Large-Group Roundup
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks <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
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks <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
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	Observe works of art and identify ideas expressed by the artists <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>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 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. 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>
EXPECTATION	2.B.1.b.	<p>Use selected works of art as inspiration to express ideas visually and verbally</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. 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 Small Group</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 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. 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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	<p>Discuss and describe artworks with common themes or similar ideas expressed</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. 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 Small Group</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 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. 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>
EXPECTATION	2.B.2.b.	<p>Describe and share personal artworks</p> <p><u>Reduce, Reuse, Recycle Study</u></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. 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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	<p>Discuss the subject matter of selected artworks</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. 36 Investigation 2 Day 1 Choice Time</p>

		<p>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</p>
EXPECTATION	2.B.3.b.	<p>Categorize the subject matter of artworks as the same or different</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 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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment

		<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>
EXPECTATION	2.B.4.b.	<p>Explain and use a variety of visual arts processes to express ideas</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>
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	<p>Explore art media, processes, and techniques</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>
EXPECTATION	3.C.1.b.	<p>Manipulate art media, materials and tools safely</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>

		<p>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>
EXPECTATION	3.C.1.c.	<p>Create artworks that explore the uses of color, line, and shape, to express ideas</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>
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	<p>Explore ways images communicate ideas</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>
EXPECTATION	3.C.2.b.	<p>Identify color, line, and shape in artworks</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>
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability

		to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	<p>Observe and respond to selected artworks</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 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>
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	<p>Listen to and perform nursery rhymes, finger plays, and popular books and other media</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 54 Investigation 4 Day 1 Large Group</p>
EXPECTATION	1.A.1.b.	<p>Explore themes and ideas about people and events through improvisational play</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>

		<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>
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	<p>Explore expressive qualities in dance, music, theatre, and visual arts</p> <p><u>Reduce, Reuse, Recycle Study</u></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 Read-Aloud</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</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. 28 Investigation 1 Day 1 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 58 Investigation 4 Day 3 Large 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. 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. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</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>
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	<p>Sing and move to a variety of traditional children’s songs from a variety of cultures</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>
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.b.	<p>Use sound effects, costumes, and properties to enhance the quality of dramatic activities</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. 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. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group</p>

		<p>p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Mighty Minutes 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 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	3.C.1.c.	<p>Explore the expressive qualities of a variety of locomotor and non-locomotor movements</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group</p>
EXPECTATION	3.C.1.d.	<p>Improvise roles and behaviors associated with a variety of animals and professions</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. 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. 35 Investigation 2 Outdoor Experience 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. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Mighty Minutes 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 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud</p>
TOPIC / INDICATOR	FA-T.3.	<p>CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles,</p>

		and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	<p>Recognize that a play has characters, dialogue, setting(s), and tells a story</p> <p><u>Reduce, Reuse, Recycle Study</u> 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 Read-Aloud p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 48 Investigation 3 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 58 Investigation 4 Day 3 Large Group 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. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
EXPECTATION	3.C.2.b.	<p>Observe and identify what characters do in a variety of settings</p> <p><u>Reduce, Reuse, Recycle Study</u> 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 Read-Aloud p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 48 Investigation 3 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 58 Investigation 4 Day 3 Large Group 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. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
EXPECTATION	3.C.2.c.	<p>Imitate the actions of observed characters and objects</p> <p><u>Reduce, Reuse, Recycle Study</u> 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 Read-Aloud p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time</p>

		<p>p. 33 Investigation 1 Day 3 Small Group p. 48 Investigation 3 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 58 Investigation 4 Day 3 Large Group 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. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories <u>Reduce, Reuse, Recycle Study</u> 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 Read-Aloud p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 48 Investigation 3 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 58 Investigation 4 Day 3 Large Group 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. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as

		body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	1.A.2.c.	Perform and name selected dance movements <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	1.A.3.b.	Explore the uses of dance movements <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
EXPECTATION	2.B.1.a.	View dances from other cultures

		<u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	2.B.2.b.	Create movements that express specific moods <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation <u>Reduce, Reuse, Recycle Study</u>

		p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	3.C.2.c.	Use dance movement to tell stories <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group

		p. 66 Investigation 5 Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity <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
EXPECTATION	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences 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
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences 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
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns <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
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations,

		combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.C.	Skill Themes
OBJECTIVE	1.C.1.	Explore and experience skill themes
EXPECTATION	1.C.1.a.	Demonstrate rolling a ball at an object <u>Reduce, Reuse, Recycle Study</u> p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
EXPECTATION	1.C.1.b.	Demonstrate throwing a ball <u>Reduce, Reuse, Recycle Study</u> p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
EXPECTATION	1.C.1.c.	Demonstrate striking a light weight object with different body parts <u>Reduce, Reuse, Recycle Study</u> p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	Show how a body moves fast and slow <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
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open space <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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences 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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences 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
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <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
STRAND / TOPIC / STANDARD	MD.HE.EC.	Health Education
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.A.	Responses to Food
OBJECTIVE	6.A.1.	Students will identify the relationship between food and the senses
EXPECTATION	6.A.1.a.	Recognize that foods have different tastes such as, sweet, sour, bitter, and salty <u>Reduce, Reuse, Recycle Study</u> p. 87 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.E.	Food and Health
OBJECTIVE	6.E.1.	Recognize the relationship between food and health
EXPECTATION	6.E.1.a.	Tell why the body needs food <u>Reduce, Reuse, Recycle Study</u> p. 87 Celebrating Learning Day 2 Small Group

Trees Study

State: Maryland Model for School Readiness

Subject: Early Childhood Education

Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	<p>Relate needs, wants, and feelings to others</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>
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	<p>Generate and follow classroom rules</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group</p>
EXPECTATION	1.A.4.b.	<p>Plan routine activities in the classroom with guidance</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group</p>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	<p>Initiate conversation with peers and adults</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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>

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 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 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. 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 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>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>
<p>EXPECTATION</p>	<p>2.A.1.b.</p>	<p>Take turns when working in groups with guidance</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences 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. 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>

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
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 p. 042 Investigation 2 Day 2 Large Group
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 p. 048 Investigation 2 Day 5 Large Group
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 p. 049 Investigation 2 Day 5 Read-Aloud
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 p. 051 Investigation 3 Outdoor Experiences
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 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>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 Mighty Minutes</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>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	<p>Listen to directions from peers and responds to simple tasks</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 051 Investigation 3 Outdoor Experiences</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. 063 Investigation 4 Outdoor Experiences</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
EXPECTATION	2.A.2.b.	<p>Understand rules of group activities with guidance</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p>
EXPECTATION	2.A.2.c.	<p>Speak of individual contributions and group accomplishments</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</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 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 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. 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>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 Mighty Minutes</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>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	<p>Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</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. 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. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 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. 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>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	<p>Ask some questions about new things and experiences</p> <p><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</p>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	<p>Listen to simple directions specific to the tasks</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigation 1 Day 4 Large Group p. 039 Investigation 2 Outdoor Experiences p. 051 Investigation 3 Outdoor Experiences 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. 063 Investigation 4 Outdoor Experiences p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 074 Investigation 5 Day 1 Large Group p. 078 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group</p>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks

		<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
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <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
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words <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>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>
EXPECTATION	1.A.1.d.	<p>Classify words by initial sounds</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>
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	<p>Repeat rhyming words</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. 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>

		<p>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>
EXPECTATION	1.A.2.b.	Repeat phrases and sentences with alliteration <u>Trees Study</u> p. 059 Investigation 3 Day 4 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words <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. 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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness

OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Trees Study</u> p. 045 Investigation 2 Day 3 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 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. 088 Investigation 6 Day 2 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <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
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize similarities and differences in letter shapes <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes 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>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>
EXPECTATION	1.B.1.b.	<p>Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 019 Exploring the Topic Day 3 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 048 Investigation 2 Day 5 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Mighty Minutes p. 089 Investigation 6 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes</p>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	<p>Identify and name some upper and lower case letters in words, especially those in the student's own name</p> <p><u>Trees Study</u> p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group 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. 047 Investigation 2 Day 4 Small Group 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>

		<p>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. 087 Investigation 6 Day 1 Small Group 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>
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Small Group 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 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Mighty Minutes 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. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 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. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Read-Aloud p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 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. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Mighty Minutes p. 093 Investigation 6 Day 4 Read-Aloud p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.C.1.b.	Recite nursery rhymes, poems, and finger plays with expression <u>Trees Study</u>

		p. 079 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	<p>Acquire new vocabulary through listening to a variety of texts on a daily basis</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>
EXPECTATION	1.D.1.b.	<p>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</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>

		<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>
<p>EXPECTATION</p>	<p>1.D.1.c.</p>	<p>Ask questions about unknown objects and words related to topics discussed</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 Small Group 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. 021 Exploring the Topic Day 4 Small Group 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. 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. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Read-Aloud 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. 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. 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. 070 Investigation 4 Day 4 Choice Time 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. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time</p>

		<p>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. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group 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>
EXPECTATION	1.D.1.d.	<p>Listen to and identify the meaning of content-specific vocabulary</p> <p><u>Trees Study</u> 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 Investigation 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. 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. 091 Investigation 6 Day 3 Read-Aloud</p>
EXPECTATION	1.D.1.e.	<p>Identify some signs, labels, and environmental print</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>
EXPECTATION	1.D.1.f.	<p>Collect and play with favorite words</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>

		<p>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>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	<p>Use words to describe size, color, and shape</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. 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. 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>

		<p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 4 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. 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 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 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. 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 Mighty Minutes</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. 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. 093 Investigation 6 Day 4 Small Group</p> <p>p. 107 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 108 Celebrating Learning Day 2 Choice Time</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	<p>Use newly learned vocabulary on multiple occasions to reinforce meaning</p> <p><u>Trees Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time</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. 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 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 043 Investigation 2 Day 2 Read-Aloud</p>

		<p>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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	<p>Understand that speech can be written and read</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 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes 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. 082 Investigation 5 Day 5 Choice Time p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.E.1.b.	<p>Understand that print conveys meaning</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 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes 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. 082 Investigation 5 Day 5 Choice Time p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.E.1.c.	<p>Demonstrate the proper use of a book</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. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud</p>

		<p>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. 067 Investigation 4 Day 2 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>
EXPECTATION	1.E.1.d.	<p>Identify the title of a book</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. 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. 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. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.E.1.e.	<p>Demonstrate that text is read from left to right and top to bottom</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>
EXPECTATION	1.E.1.f.	<p>Identify pictures, shapes, letters, and numerals</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Mighty Minutes p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group</p>

		<p>p. 021 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small Group</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 Mighty Minutes</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</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. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 057 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</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 Mighty Minutes</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 067 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Small Group</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. 077 Investigation 5 Day 2 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Mighty Minutes</p> <p>p. 081 Investigation 5 Day 4 Read-Aloud</p> <p>p. 081 Investigation 5 Day 4 Small Group</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 091 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.a.	<p>Make connections to the text using illustrations/ photographs from prior knowledge</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p>
EXPECTATION	1.E.2.b.	<p>Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic</p> <p><u>Trees Study</u></p>

		<p>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. 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</p>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	<p>Use illustrations to construct meaning</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 Small Group 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 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. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 039 Investigation 2 Outdoor Experiences 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. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 061 Investigation 3 Day 5 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	1.E.3.b.	<p>Make and confirm predictions</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>

		<p>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. 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</p>
EXPECTATION	1.E.3.c.	<p>Connect events, characters, and actions in stories to specific life experiences</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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	<p>Recall information from text</p> <p><u>Trees Study</u> 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 Small Group 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. 021 Exploring the Topic Day 4 Small Group 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 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>

		<p>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. 053 Investigation 3 Day 1 Read-Aloud 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. 058 Investigation 3 Day 4 Large Group 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. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time 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. 080 Investigation 5 Day 4 Large 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. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group 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>
<p>EXPECTATION</p>	<p>1.E.4.b.</p>	<p>Respond orally to questions</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. 029 Investigation 1 Day 1 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 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. 052 Investigation 3 Day 1 Large Group 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. 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. 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>

		p. 091 Investigation 6 Day 3 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	1.E.4.c.	Respond to text in a variety of ways: Retell; Dramatize; Draw <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. 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. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group 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. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.E.4.e.	Retell a story as though reading a book <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. 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. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group 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. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources <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. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 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. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Read-Aloud

		<p>p. 057 Investigation 3 Day 3 Small Group 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. 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. 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. 091 Investigation 6 Day 3 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group</p>
EXPECTATION	2.A.1.b.	<p>Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules</p> <p><u>Trees Study</u> p. 019 Exploring the Topic Day 3 Read-Aloud 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. 070 Investigation 4 Day 4 Choice Time p. 107 Celebrating Learning Day 1 Small Group</p>
EXPECTATION	2.A.1.c.	<p>Listen to and use personal interest materials, such as books and magazines</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. 029 Investigation 1 Day 1 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 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. 052 Investigation 3 Day 1 Large Group 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. 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. 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. 091 Investigation 6 Day 3 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group</p>
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams

		<p><u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 032 Investigation 1 Day 3 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 059 Investigation 3 Day 4 Read-Aloud</p>
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text <u>Trees Study</u> 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 Investigation 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. 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. 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. 091 Investigation 6 Day 3 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self-selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Small Group 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. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 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>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. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Read-Aloud p. 058 Investigation 3 Day 4 Large Group 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. 067 Investigation 4 Day 2 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. 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 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Small Group 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>
<p>EXPECTATION</p>	<p>3.A.1.b.</p>	<p>Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</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. 017 Exploring the Topic Day 2 Small Group 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 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 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. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Small Group 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. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Read-Aloud p. 058 Investigation 3 Day 4 Large Group 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. 067 Investigation 4 Day 2 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. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group</p>

		<p>p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Read-Aloud</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	<p>Identify and explain how the title contributes to meaning</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. 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. 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. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	3.A.2.b.	<p>Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</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. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 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. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Read-Aloud p. 061 Investigation 3 Day 5 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group</p>

		p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	Identify the beginning and end of a story <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. 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. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group 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. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	3.A.3.b.	Identify the characters of a story <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. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 075 Investigation 5 Day 1 Read-Aloud 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. 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
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	Identify rhyme, rhythm, and repetition in poems read to them <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Small Group

		<p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 060 Investigation 3 Day 5 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. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	<p>Retell the story by sequencing the main events</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. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 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. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 079 Investigation 5 Day 3 Read-Aloud</p> <p>p. 081 Investigation 5 Day 4 Small Group</p> <p>p. 083 Investigation 5 Day 5 Small Group</p> <p>p. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p>
EXPECTATION	3.A.6.b.	<p>Identify a personal connection to the text</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. 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. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 047 Investigation 2 Day 4 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. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p>
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.a.	<p>Recognize that writing conveys meaning</p> <p><u>Trees Study</u></p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>

EXPECTATION	4.A.1.b.	<p>Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas</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>
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	<p>Write to express personal ideas using letter-like shapes, symbols, and letters</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>
EXPECTATION	4.A.2.b.	<p>Contribute to a shared writing experience or topic of interest</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Large-Group Roundup p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 057 Investigation 3 Day 3 Large-Group Roundup p. 067 Investigation 4 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 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	4.A.2.c.	<p>Use drawings, letters, or symbols to express personal ideas</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>

		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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate feelings <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
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.A.	Grammar
OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
EXPECTATION	5.A.1.a.	Use complete sentences to respond to questions <u>Trees 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. 041 Investigation 2 Day 1 Small Group p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Outdoor Experiences p. 057 Investigation 3 Day 3 Small Group p. 070 Investigation 4 Day 4 Small Group p. 075 Investigation 5 Day 1 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words

		<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
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <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
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition <u>Trees Study</u> p. 067 Investigation 4 Day 2 Mighty Minutes p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Mighty Minutes p. 070 Investigation 4 Day 4 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Mighty Minutes p. 092 Investigation 6 Day 4 Large Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigation 1 Day 4 Large Group p. 039 Investigation 2 Outdoor Experiences p. 051 Investigation 3 Outdoor Experiences 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. 063 Investigation 4 Outdoor Experiences p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 074 Investigation 5 Day 1 Large Group p. 078 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group

TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories <u>Trees Study</u> p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 055 Investigation 3 Day 2 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 065 Investigation 4 Day 1 Small Group p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap... <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
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule <u>Trees Study</u> p. 035 Investigation 1 Day 4 Small Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of

		one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <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
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Trees Study</u> p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <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
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <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. 054 Investigation 3 Day 2 Choice Time p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
EXPECTATION	2.B.1.b.	Find solid figures 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next to, below, beside, behind <u>Trees Study</u> p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder <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. 054 Investigation 3 Day 2 Choice Time 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
EXPECTATION	3.A.1.b.	Compare and describe objects according to a single attribute <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. 054 Investigation 3 Day 2 Choice Time 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
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools

OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.a.	Measure length of objects <u>Trees Study</u> p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 067 Investigation 4 Day 2 Small Group
EXPECTATION	3.B.1.b.	Explore the capacity of containers <u>Trees Study</u> p. 057 Investigation 3 Day 3 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
EXPECTATION	3.B.1.c.	Explore the weight of objects <u>Trees Study</u> p. 054 Investigation 3 Day 2 Choice Time
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION	4.A.1.a.	Explore data by answering a yes/no question <u>Trees Study</u> p. 078 Investigation 5 Day 3 Large Group p. 093 Investigation 6 Day 4 Small Group
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.B.	Data Analysis
OBJECTIVE	4.B.1.	Analyze data
EXPECTATION	4.B.1.a.	Talk about data from real graphs to answer a question such as: Which category has the most? <u>Trees Study</u> p. 093 Investigation 6 Day 4 Small Group
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group
EXPECTATION	6.A.1.c.	Construct relationships based on quantity <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group
EXPECTATION	6.A.1.e.	Count and discuss quantity <u>Trees Study</u>

		<p>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. 032 Investigation 1 Day 3 Large 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 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. 080 Investigation 5 Day 4 Large 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>
EXPECTATION	6.A.1.g.	<p>Match a numeral to a set 0 to 5</p> <p><u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group</p>
EXPECTATION	6.A.1.h.	<p>Count to 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>
STRAND / TOPIC /	MD.SC.	Science

STANDARD		
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group 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. 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. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Large Group 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. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 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. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group 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. 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. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences

		<p>p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Large Group 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. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 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. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group</p>
EXPECTATION	1.A.1.c.	<p>Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data</p> <p><u>Trees Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences 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</p>
EXPECTATION	1.A.1.d.	<p>Explain that when a science investigation is done the way it was done before, we expect to get a very similar result</p> <p><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</p>
EXPECTATION	1.A.1.e.	<p>Participate in multiple experiences to verify that science investigations generally work the same way in different places</p>

		<p><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</p>
<p>EXPECTATION</p>	<p>1.A.1.f.</p>	<p>Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet’s water bowl)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group 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. 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. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Large Group 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. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 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>

		p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	1.A.1.g.	Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences <u>Trees Study</u> p. 106 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 2 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examined <u>Trees 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. 018 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. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Choice Time 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. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 046 Investigation 2 Day 4 Choice Time p. 049 Investigation 2 Day 5 Choice Time 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. 054 Investigation 3 Day 2 Choice Time p. 055 Investigation 3 Day 2 Mighty Minutes p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Choice Time p. 060 Investigation 3 Day 5 Choice Time p. 061 Investigation 3 Day 5 Mighty Minutes 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. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 077 Investigation 5 Day 2 Small Group p. 079 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 087 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time

		<p>p. 089 Investigation 6 Day 2 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Choice Time p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group</p>
<p>EXPECTATION</p>	<p>1.B.1.b.</p>	<p>Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences 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 Investigation 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>

		<p>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 Mighty Minutes 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 Small Group p. 059 Investigation 3 Day 4 Choice Time 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 Mighty Minutes 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. 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. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Mighty Minutes 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 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. 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. 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 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 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time 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 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when people give different descriptions of the same thing

Trees Study

- p. 013 Exploring the Topic Outdoor Experiences
- 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 Investigation 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. 055 Investigation 3 Day 2 Large-Group Roundup
- p. 055 Investigation 3 Day 2 Mighty Minutes
- 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 Small Group
- p. 059 Investigation 3 Day 4 Choice Time
- 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 Mighty Minutes
- p. 064 Investigation 4 Day 1 Large Group
- p. 065 Investigation 4 Day 1 Choice Time

		<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>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	<p>Describe things as accurately as possible and compare observations with those of others</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</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. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p>

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 Investigation 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. 055 Investigation 3 Day 2 Large-Group Roundup
 p. 055 Investigation 3 Day 2 Mighty Minutes
 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 Small Group
 p. 059 Investigation 3 Day 4 Choice Time
 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 Mighty Minutes
 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. 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>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 Choice Time p. 075 Investigation 5 Day 1 Mighty Minutes 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 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. 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. 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 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 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time 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 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group</p>
<p>EXPECTATION</p>	<p>1.C.1.b.</p>	<p>Describe and compare things in terms of number, shape, texture, size, weight, color, and motion</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences 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>

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 Investigation 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. 055 Investigation 3 Day 2 Large-Group Roundup
 p. 055 Investigation 3 Day 2 Mighty Minutes
 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 Small Group
 p. 059 Investigation 3 Day 4 Choice Time
 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 Mighty Minutes
 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. 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. 074 Investigation 5 Day 1 Large Group
 p. 075 Investigation 5 Day 1 Choice Time
 p. 075 Investigation 5 Day 1 Mighty Minutes
 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 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>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. 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 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 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time 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 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	1.C.1.c.	<p>Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 029 Investigation 1 Day 1 Choice Time p. 031 Investigation 1 Day 2 Choice Time p. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 059 Investigation 3 Day 4 Choice Time 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. 075 Investigation 5 Day 1 Choice Time p. 076 Investigation 5 Day 2 Choice Time p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 088 Investigation 6 Day 2 Choice Time</p>
EXPECTATION	1.C.1.d.	<p>Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean</p> <p><u>Trees Study</u> p. 027 Investigation 1 Outdoor Experiences p. 049 Investigation 2 Day 5 Small Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Small Group</p>
EXPECTATION	1.C.1.e.	<p>Recognize that everybody can do science and invent things and ideas</p> <p><u>Trees Study</u> p. 049 Investigation 2 Day 5 Small Group p. 091 Investigation 6 Day 3 Small Group</p>
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking

		and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.D.1.b.	Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.D.1.c.	Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.D.1.d.	Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut) <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.D.1.e.	Explain that sometimes it is not possible to make or do everything that is designed <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.2.	Practice identifying the parts of things and how one part connects to and affects another
EXPECTATION	1.D.2.a.	Investigate a variety of objects to identify that most things are made of parts <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that they couldn't do by themselves <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group

TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. <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
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how

		they are alike and how they are different
EXPECTATION	3.A.1.a.	<p>Gather information about how some animals are alike in the way they look and in the things they do.</p> <p><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</p>
EXPECTATION	3.A.1.b.	<p>Gather information about how some plants are alike in the way they look and the things they do.</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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 Read-Aloud 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 Read-Aloud 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 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. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Read-Aloud 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. 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. 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>

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. 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 Mighty Minutes
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 Mighty Minutes
p. 055 Investigation 3 Day 2 Read-Aloud
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 Small Group
p. 059 Investigation 3 Day 4 Choice Time
p. 059 Investigation 3 Day 4 Read-Aloud
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
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. 065 Investigation 4 Day 1 Large-Group Roundup
p. 065 Investigation 4 Day 1 Read-Aloud
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 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. 070 Investigation 4 Day 4 Large-Group Roundup
p. 071 Investigation 4 Day 4 Read- Aloud
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Choice Time
p. 075 Investigation 5 Day 1 Mighty Minutes
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 Read-Aloud
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 Read-Aloud
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 081 Investigation 5 Day 4 Read-Aloud
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. 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 Read-Aloud
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>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 Read-Aloud 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. 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 Mighty Minutes p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Small Group</p>
EXPECTATION	3.A.1.d.	<p>Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things.</p> <p><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</p>
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.a.	<p>Recognize and describe the similarities and differences among familiar animals and their offspring</p> <p><u>Trees Study</u> p. 034 Investigation 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>
EXPECTATION	3.C.1.b.	<p>Describe how offspring are very much, but not exactly, like their parents and like one another</p> <p><u>Trees Study</u> p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud</p>

		<p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 064 Investigation 4 Day 1 Large Group</p>
EXPECTATION	3.C.1.c.	<p>Arrange illustrations of humans and other animals in developmental sequence from infancy to adult</p> <p><u>Trees Study</u></p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Read-Aloud</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Read-Aloud</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. 076 Investigation 5 Day 2 Large Group</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>p. 107 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p>
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	<p>Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.).</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 018 Exploring the Topic Day 3 Choice Time</p> <p>p. 019 Exploring the Topic Day 3 Large-Group Roundup</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. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</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. 036 Investigation 1 Day 5 Choice Time</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. 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 Read-Aloud</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 055 Investigation 3 Day 2 Read-Aloud</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p>

		<p>p. 075 Investigation 5 Day 1 Small Group 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. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
EXPECTATION	4.A.1.b.	<p>Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).</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>
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	<p>Recognize why people have rules at home and at school.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group</p>
EXPECTATION	1.A.1.b.	<p>Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom.</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group</p>
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.1.	Recognize that people have to make choices because of unlimited economic wants

EXPECTATION	4.A.1.a.	Identify that goods are things that people make or grow. <u>Trees Study</u> p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 083 Investigation 5 Day 5 Read-Aloud
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.B.	Learn to Write to Communicate Social Studies Understandings
OBJECTIVE	6.B.1.	Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
EXPECTATION	6.B.1.a.	Write to express social studies ideas using a variety of forms. <u>Trees Study</u> p. 028 Investigation 1 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. <u>Trees Study</u> p. 049 Investigation 2 Day 5 Small Group p. 070 Investigation 4 Day 4 Small Group p. 083 Investigation 5 Day 5 Read-Aloud p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.D.	Acquire Social Studies Information
OBJECTIVE	6.D.1.	Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
EXPECTATION	6.D.1.a.	Gather and read appropriate print sources, such as trade books that relate to a topic <u>Trees Study</u> p. 049 Investigation 2 Day 5 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding

OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	<p>Sing songs that use the voice in a variety of ways</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>
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	<p>Express music through movement, developing the concept of personal space (“bubble space”)</p> <p><u>Trees Study</u></p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p>

EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games <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 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
EXPECTATION	1.A.3.d.	Explore a variety of locomotor and nonlocomotor movements to show meter <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.b.	<p>Sing songs representative of different activities, holidays, and seasons in a variety of world cultures</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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people

EXPECTATION	2.B.2.a.	<p>Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies</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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
EXPECTATION	2.B.3.a.	<p>Explore creative expression through music, dance, creative dramatics, and the visual arts</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 Mighty Minutes 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>
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group

		<p>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>
EXPECTATION	1.A.1.b.	<p>Use colors, lines, and shapes to communicate ideas about the observed world</p> <p><u>Trees Study</u></p> <p>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>
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and

		respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	<p>Identify the subject matter of various works of art</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences 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. 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>

		<p>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>
EXPECTATION	1.2.A.b.	<p>Use color, line, and shape to represent ideas visually from observation, memory, and imagination</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>
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions

EXPECTATION	1.A.3.a.	<p>Explore color, line, and shape in artworks</p> <p><u>Trees Study</u></p> <p>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>
EXPECTATION	1.A.3.b.	<p>Use color, line, and shape to make artworks</p> <p><u>Trees Study</u></p> <p>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>

		p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	<p>Observe works of art and identify ideas expressed by the artists</p> <p>Trees Study</p> <p>p. 013 Exploring the Topic Outdoor Experiences 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. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time</p>

		<p>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>
<p>EXPECTATION</p>	<p>2.B.1.b.</p>	<p>Use selected works of art as inspiration to express ideas visually and verbally</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences 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>

		<p>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. 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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	<p>Discuss and describe artworks with common themes or similar ideas expressed</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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>

		<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. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Read-Aloud</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 Read-Aloud</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 Large-Group Roundup</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 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Read-Aloud</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 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>
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		p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	2.B.2.b.	Describe and share personal artworks <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
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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>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. 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>
EXPECTATION	2.B.3.b.	<p>Categorize the subject matter of artworks as the same or different</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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>

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. 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>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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	<p>Identify the visual qualities of works of art and the environment</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>
EXPECTATION	2.B.4.b.	<p>Explain and use a variety of visual arts processes to express ideas</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. 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>
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	<p>Explore art media, processes, and techniques</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>
EXPECTATION	3.C.1.b.	<p>Manipulate art media, materials and tools safely</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>

		<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>
EXPECTATION	3.C.1.c.	<p>Create artworks that explore the uses of color, line, and shape, to express ideas</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>
TOPIC / INDICATOR	FA-V.3.	<p>CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>

INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	<p>Explore ways images communicate ideas</p> <p><u>Trees Study</u></p> <p>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>
EXPECTATION	3.C.2.b.	<p>Identify color, line, and shape in artworks</p> <p><u>Trees Study</u></p> <p>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>

		<p>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>
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	<p>Observe and respond to selected artworks</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences 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>

		<p>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. 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>
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	<p>Listen to and perform nursery rhymes, finger plays, and popular books and other media</p> <p><u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group p. 079 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 5 Small Group</p>
EXPECTATION	1.A.1.b.	<p>Explore themes and ideas about people and events through improvisational 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>

		<p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>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>
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	<p>Explore expressive qualities in dance, music, theatre, and visual arts</p> <p><u>Trees Study</u></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 Choice Time</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. 031 Investigation 1 Day 2 Choice Time</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 Choice Time</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</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. 058 Investigation 3 Day 4 Large Group</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 068 Investigation 4 Day 3 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. 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 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. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	<p>Sing and move to a variety of traditional children’s songs from a variety of cultures</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 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 Mighty Minutes 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>

		<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. 086 Investigation 6 Day 1 Large Group</p> <p>p. 087 Investigation 6 Day 1 Mighty Minutes</p> <p>p. 088 Investigation 6 Day 2 Large Group</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p>
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.2.	Demonstrate knowledge of theatrical conventions as performers and as an audience
EXPECTATION	2.B.2.a.	<p>Listen to and retell familiar stories and create accompaniment using natural and human-made sounds</p> <p><u>Trees Study</u></p> <p>p. 079 Investigation 5 Day 3 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Small Group</p>
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.a.	<p>Pantomime characters from books or rhymes</p> <p><u>Trees Study</u></p> <p>p. 079 Investigation 5 Day 3 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Small Group</p>
EXPECTATION	3.C.1.b.	<p>Use sound effects, costumes, and properties to enhance the quality of dramatic activities</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 Mighty Minutes</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. 023 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 044 Investigation 2 Day 3 Large 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 Mighty Minutes</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</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 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>
EXPECTATION	3.C.1.c.	<p>Explore the expressive qualities of a variety of locomotor and non-locomotor movements</p> <p><u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes</p>
EXPECTATION	3.C.1.d.	<p>Improvise roles and behaviors associated with a variety of animals and professions</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>

		<p>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>
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	<p>Recognize that a play has characters, dialogue, setting(s), and tells a story</p> <p><u>Trees Study</u> 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 Choice Time 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. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group 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. 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. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup 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. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
EXPECTATION	3.C.2.b.	<p>Observe and identify what characters do in a variety of settings</p> <p><u>Trees Study</u> 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 Choice Time</p>

		<p>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. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group 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. 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. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup 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. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
<p>EXPECTATION</p>	<p>3.C.2.c.</p>	<p>Imitate the actions of observed characters and objects</p> <p><u>Trees Study</u></p> <p>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 Choice Time 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. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group 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. 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. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup 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>p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories <u>Trees Study</u> 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 Choice Time 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. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group 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. 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. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup 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. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements

		that communicate ideas, thoughts, and feelings <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	1.A.2.c.	Perform and name selected dance movements <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	1.A.3.b.	Explore the uses of dance movements <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
EXPECTATION	2.B.1.a.	View dances from other cultures <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures

		<u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	2.B.2.b.	Create movements that express specific moods <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes

EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	3.C.2.c.	Use dance movement to tell stories <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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

EXPECTATION	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	Show how a body moves fast and slow <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open space <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.B.	Balance
OBJECTIVE	2.B.1.	Identify balance through movement
EXPECTATION	2.B.1.a.	Show the ability to balance on one or more body parts <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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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
TOPIC / INDICATOR	PE.4.	EXERCISE PHYSIOLOGY: Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

INDICATOR / PROFICIENCY LEVEL	4.E.	Nutrition and Physical Activity
OBJECTIVE	4.E.1.	Recognize the relationship between nutrition and physical activity
EXPECTATION	4.E.1.a.	Describe how food is fuel to the body as gas is fuel to a car <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
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences 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
STRAND / TOPIC / STANDARD	MD.HE.EC.	Health Education
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.A.	Responses to Food
OBJECTIVE	6.A.1.	Students will identify the relationship between food and the senses
EXPECTATION	6.A.1.a.	Recognize that foods have different tastes such as, sweet, sour, bitter, and salty <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
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.E.	Food and Health
OBJECTIVE	6.E.1.	Recognize the relationship between food and health
EXPECTATION	6.E.1.a.	Tell why the body needs food <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

Book Discussion Card

State: *Maryland Model for School Readiness*

Subject: Early Childhood Education

Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	<p>Relate needs, wants, and feelings to others</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 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>
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	<p>Generate and follow classroom rules</p> <p><u>Book Discussion Card</u> BDC04: Little Red Riding Hood</p>
EXPECTATION	1.A.4.b.	<p>Plan routine activities in the classroom with guidance</p> <p><u>Book Discussion Card</u> BDC04: Little Red Riding Hood</p>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	<p>Initiate conversation with peers and adults</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</p>

		<p>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>
EXPECTATION	2.A.1.b.	<p>Take turns when working in groups with guidance</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>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.b.	<p>Understand rules of group activities with guidance</p> <p><u>Book Discussion Card</u> BDC04: Little Red Riding Hood</p>
EXPECTATION	2.A.2.c.	<p>Speak of individual contributions and group accomplishments</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>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	<p>Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</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 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>
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	<p>Participate in classroom activities</p> <p><u>Book Discussion Card</u> BDC04: Little Red Riding Hood</p>
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading

		<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!
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	Acquire new vocabulary through listening to a variety of texts on a daily basis <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!
EXPECTATION	1.D.1.b.	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation <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>
<p>EXPECTATION</p>	<p>1.D.1.c.</p>	<p>Ask questions about unknown objects and words related to topics discussed</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>
<p>EXPECTATION</p>	<p>1.D.1.f.</p>	<p>Collect and play with favorite words</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</p>

		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!
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	Use newly learned vocabulary on multiple occasions to reinforce meaning <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!
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book <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!
EXPECTATION	1.E.1.d.	Identify the title of a book <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!
EXPECTATION	1.E.1.f.	Identify pictures, shapes, letters, and numerals <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!
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover,

		<p>illustrations/photographs, and familiar author or topic</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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	<p>Use illustrations to construct meaning</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>
EXPECTATION	1.E.3.b.	<p>Make and confirm predictions</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</p>

		<p>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>
EXPECTATION	1.E.3.c.	<p>Connect events, characters, and actions in stories to specific life experiences</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>
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	<p>Recall information from text</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much 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</p>

		<p>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>
EXPECTATION	1.E.4.c.	<p>Respond to text in a variety of ways: Retell; Dramatize; Draw</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>
EXPECTATION	1.E.4.e.	<p>Retell a story as though reading a book</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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text

OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self-selected and assigned literary texts
EXPECTATION	3.A.1.a.	<p>Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</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>
EXPECTATION	3.A.1.b.	<p>Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	<p>Identify and explain how the title contributes to meaning</p> <p><u>Book Discussion Card</u></p>

		<p>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>
EXPECTATION	3.A.2.b.	<p>Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	<p>Identify the beginning and end of a story</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>
EXPECTATION	3.A.3.b.	<p>Identify the characters of a story</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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	<p>Retell the story by sequencing the main events</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</p>

		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!
EXPECTATION	3.A.6.b.	Identify a personal connection to the text <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!
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate 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!
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand

		the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school. <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom. <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.C.	Cooperation and Responsibility
OBJECTIVE	6.C.1.	Identify and behavioral skills to develop a sense of community in physical activity settings
EXPECTATION	6.C.1.a.	Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others <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!

Intentional Teaching Cards
State: *Maryland Model for School Readiness*
Subject: Early Childhood Education
Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	Relate needs, wants, and feelings to others <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
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	Generate and follow classroom rules <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
EXPECTATION	1.A.4.b.	Plan routine activities in the classroom with guidance

		<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
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	Initiate conversation with peers and adults <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

		<p> 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 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 </p>
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		<p>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>
<p>EXPECTATION</p>	<p>2.A.1.b.</p>	<p>Take turns when working in groups with guidance</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 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</p>

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
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
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks <u>Intentional Teaching Cards</u> LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I 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 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

		<p>M75: Sugar Cookies M76: Orange Banana Yogurt Pops 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 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! SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?</p>
EXPECTATION	2.A.2.b.	<p>Understand rules of group activities with guidance</p> <p><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</p>
EXPECTATION	2.A.2.c.	<p>Speak of individual contributions and group accomplishments</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten</p>

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
 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

		<p>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>
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	<p>Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</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</p>

		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
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	Ask some questions about new things and experiences <u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.a.	Manage transitions from one activity to the next with guidance <u>Intentional Teaching Cards</u> SE07: Good-Byes
EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks <u>Intentional Teaching Cards</u> LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough

M24: Matzo Balls
M27: Peach Cobbler
M28: Applesauce
M29: Apple Bread
M32: Which Container Holds More?
M33: Apple Oat Muffins
M36: We're Going on an Adventure
M37: Secret Numbers
M43: Pancakes
M47: My Shadow and I
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
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
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
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!

		SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks <u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities <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
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <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
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words <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
EXPECTATION	1.A.1.d.	Classify words by initial sounds <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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words <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
EXPECTATION	1.A.2.b.	Repeat phrases and sentences with alliteration

		<u>Intentional Teaching Cards</u> LL12: Same Sound Sort LL16: Tongue Twisters LL19: Silly Names
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words <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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL16: Tongue Twisters LL30: Knowing Our Friends LL47: The Name Game LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <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
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply

		their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	<p>Recognize similarities and differences in letter shapes</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>
EXPECTATION	1.B.1.b.	<p>Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</p> <p><u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL17: Walk a Letter M27: Peach Cobbler M31: Lining It Up</p>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	<p>Identify and name some upper and lower case letters in words, especially those in the student's own name</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters</p>

		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 LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL39: My Daily Journal LL40: What Was for Breakfast? 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
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL62: Retelling Wordless Books P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
EXPECTATION	1.C.1.c.	Develop beginning sight vocabulary of familiar words, such as first name, color words <u>Intentional Teaching Cards</u> LL61: Color Hunt M38: Patterns Under Cover P31: Tie-Dyed Towels
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.c.	Ask questions about unknown objects and words related to topics

		<p>discussed</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books 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 M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains 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 P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings</p>
EXPECTATION	1.D.1.e.	<p>Identify some signs, labels, and environmental print</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>
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary

OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	<p>Use words to describe size, color, and shape</p> <p><u>Intentional Teaching Cards</u></p> <p>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 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</p>

		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
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza 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
EXPECTATION	1.E.1.b.	Understand that print conveys meaning <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza 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
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book <u>Intentional Teaching Cards</u> LL34: Alphabet Books SE05: Character Feelings
EXPECTATION	1.E.1.d.	Identify the title of a book <u>Intentional Teaching Cards</u> LL34: Alphabet Books SE05: Character Feelings
EXPECTATION	1.E.1.e.	Demonstrate that text is read from left to right and top to bottom

		<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>
<p>EXPECTATION</p>	<p>1.E.1.f.</p>	<p>Identify pictures, shapes, letters, and numerals</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</p>

		LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL33: Clothesline Storytelling 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 LL60: Writing with Wordless Books LL62: Retelling Wordless Books M04: Number Cards M20: I'm Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M37: Secret Numbers M41: Making Numerals M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids M63: Fishing Trip M79: Ping-Pong Pick-Up P31: Tie-Dyed Towels P32: Math Journal SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic <u>Intentional Teaching Cards</u> M34: Cover Up SE05: Character Feelings
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL22: Coupon Match LL33: Clothesline Storytelling LL34: Alphabet Books

		LL43: Introducing New Vocabulary LL55: Dance & Remember LL60: Writing with Wordless Books LL62: Retelling Wordless Books M07: Ice Cubes M31: Lining It Up M35: Action Patterns M51: Can You Find It? M56: Where's the Beanbag? P16: Body Part Balance P31: Tie-Dyed Towels SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements
EXPECTATION	1.E.3.b.	Make and confirm predictions <u>Intentional Teaching Cards</u> M34: Cover Up SE05: Character Feelings
EXPECTATION	1.E.3.c.	Connect events, characters, and actions in stories to specific life experiences <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten SE05: Character Feelings
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	Recall information from text <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M01: Dinnertime M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip

		<p>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 P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings</p>
EXPECTATION	1.E.4.b.	<p>Respond orally to questions</p> <p><u>Intentional Teaching Cards</u> LL53: We're Going on a Trip LL54: Asking Questions M08: Baggie Ice Cream M10: Biscuits 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>
EXPECTATION	1.E.4.c.	<p>Respond to text in a variety of ways: Retell; Dramatize; Draw</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books</p>
EXPECTATION	1.E.4.e.	<p>Retell a story as though reading a book</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books</p>

TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	<p>Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources</p> <p><u>Intentional Teaching Cards</u> LL53: We're Going on a Trip LL54: Asking Questions M08: Baggie Ice Cream M10: Biscuits 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>
EXPECTATION	2.A.1.b.	<p>Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules</p> <p><u>Intentional Teaching Cards</u> LL24: Lemonade LL25: What's for Snack? LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls 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</p>

		<p>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 P03: Twisted Pretzels</p>
EXPECTATION	2.A.1.c.	<p>Listen to and use personal interest materials, such as books and magazines</p> <p><u>Intentional Teaching Cards</u> LL53: We're Going on a Trip LL54: Asking Questions M08: Baggie Ice Cream M10: Biscuits 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>
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	<p>Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams</p> <p><u>Intentional Teaching Cards</u> LL43: Introducing New Vocabulary LL55: Dance & Remember M07: Ice Cubes M31: Lining It Up M35: Action Patterns M51: Can You Find It? M56: Where's the Beanbag?</p>

		P16: Body Part Balance
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	<p>Retell important facts from a text</p> <p><u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza 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>
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self-selected and assigned literary texts
EXPECTATION	3.A.1.a.	<p>Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M30: Buried Shapes</p>

		M40: Cube Trains P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M13: Nursery Rhyme Count M30: Buried Shapes M40: Cube Trains P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	Identify and explain how the title contributes to meaning <u>Intentional Teaching Cards</u> LL34: Alphabet Books SE05: Character Feelings
EXPECTATION	3.A.2.b.	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL22: Coupon Match LL33: Clothesline Storytelling LL34: Alphabet Books LL60: Writing with Wordless Books LL62: Retelling Wordless Books P31: Tie-Dyed Towels SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	Identify the beginning and end of a story <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL62: Retelling Wordless Books

EXPECTATION	3.A.3.b.	Identify the characters of a story <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL62: Retelling Wordless Books SE05: Character Feelings
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	Identify rhyme, rhythm, and repetition in poems read to them <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	Retell the story by sequencing the main events <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL62: Retelling Wordless Books
EXPECTATION	3.A.6.b.	Identify a personal connection to the text <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten SE05: Character Feelings
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.a.	Recognize that writing conveys meaning <u>Intentional Teaching Cards</u> SE26: Making A Mural
EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas <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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	Write to express personal ideas using letter-like shapes, symbols, and letters <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
EXPECTATION	4.A.2.b.	Contribute to a shared writing experience or topic of interest <u>Intentional Teaching Cards</u> LL01: Shared Writing LL27: Writing Poems LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL39: My Daily Journal LL45: Observational Drawing LL58: Our Super Duper Writing Box LL59: Question Basket
EXPECTATION	4.A.2.c.	Use drawings, letters, or symbols to express personal ideas <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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting

		language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate 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
EXPECTATION	4.A.4.b.	Acquire and use new vocabulary <u>Intentional Teaching Cards</u> LL60: Writing with Wordless Books
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.A.	Grammar
OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
EXPECTATION	5.A.1.a.	Use complete sentences to respond to questions <u>Intentional Teaching Cards</u> LL32: Describing Art LL61: Color Hunt M14: Patterns M22: Story Problems M28: Applesauce M36: We're Going on an Adventure M40: Cube Trains M50: The Farmer Builds a Fence P06: Catching With a Scoop P07: Balloon Catch P11: Jump the River P14: Moving Through the Forest P24: Swing & Jump Rope P31: Tie-Dyed Towels SE01: Site Visits

		SE03: Calm-Down Place SE06: Talk About Feelings SE08: Group Problem Solving SE13: Conflict Resolution
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words <u>Intentional Teaching Cards</u> LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition <u>Intentional Teaching Cards</u> LL16: Tongue Twisters
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Intentional Teaching Cards</u> LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I 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 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 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 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! SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies

EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL12: Same Sound Sort LL16: Tongue Twisters LL54: Asking Questions LL61: Color Hunt M27: Peach Cobbler M31: Lining It Up P27: Galloping SE02: Look Who's Here!
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories <u>Intentional Teaching Cards</u> LL46: Storyboard
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL30: Knowing Our Friends LL46: Storyboard LL62: Retelling Wordless Books
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap... <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
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule <u>Intentional Teaching Cards</u> M14: Patterns M35: Action Patterns M38: Patterns Under Cover M40: Cube Trains

		M45: Picture Patterns
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less <u>Intentional Teaching Cards</u> LL49: Vegetable Soup M02: Counting & Comparing M03: Seek & Find M59: More or Fewer Towers
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <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
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Intentional Teaching Cards</u> M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M61: Shake, Rattle, and Roll
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <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 M61: Shake, Rattle, and Roll P32: Math Journal
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M32: Which Container Holds More? 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? P32: Math Journal
EXPECTATION	2.B.1.b.	Find solid figures 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next to, below, beside, behind <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?
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller,

		<p>hotter, colder</p> <p><u>Intentional Teaching Cards</u></p> <p>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 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>
<p>EXPECTATION</p>	<p>3.A.1.b.</p>	<p>Compare and describe objects according to a single attribute</p> <p><u>Intentional Teaching Cards</u></p> <p>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 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</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 P32: Math Journal
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.a.	Measure length of objects <u>Intentional Teaching Cards</u> M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M26: Huff & Puff M62: How Big Around?
EXPECTATION	3.B.1.b.	Explore the capacity of containers <u>Intentional Teaching Cards</u> M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread 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 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
EXPECTATION	3.B.1.c.	Explore the weight of objects <u>Intentional Teaching Cards</u> M07: Ice Cubes M32: Which Container Holds More? M44: Musical Water M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.

INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION	4.A.1.a.	Explore data by answering a yes/no question <u>Intentional Teaching Cards</u> M06: Tallying M11: Graphing
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.B.	Data Analysis
OBJECTIVE	4.B.1.	Analyze data
EXPECTATION	4.B.1.a.	Talk about data from real graphs to answer a question such as: Which category has the most? <u>Intentional Teaching Cards</u> M11: Graphing
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.a.	Build concept of number <u>Intentional Teaching Cards</u> LL49: Vegetable Soup
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Intentional Teaching Cards</u> LL22: Coupon Match M04: Number Cards M16: Show Me Five M39: Let's Go Fishing M63: Fishing Trip
EXPECTATION	6.A.1.c.	Construct relationships based on quantity <u>Intentional Teaching Cards</u> LL49: Vegetable Soup M02: Counting & Comparing M03: Seek & Find M59: More or Fewer Towers
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less <u>Intentional Teaching Cards</u> LL49: Vegetable Soup M02: Counting & Comparing M03: Seek & Find M59: More or Fewer Towers
EXPECTATION	6.A.1.e.	Count and discuss quantity <u>Intentional Teaching Cards</u> LL22: Coupon Match LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup

		<p>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</p>
<p>EXPECTATION</p>	<p>6.A.1.g.</p>	<p>Match a numeral to a set 0 to 5</p> <p><u>Intentional Teaching Cards</u> M16: Show Me Five</p>
<p>EXPECTATION</p>	<p>6.A.1.h.</p>	<p>Count to 10</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</p>

		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
TOPIC / INDICATOR	MA.7.	PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.
INDICATOR / PROFICIENCY LEVEL	7.C.	Communication
OBJECTIVE	7.C.1.	Present mathematical ideas using words, symbols, visual displays, or technology
EXPECTATION	7.C.1.a.	Use multiple representations to express concepts or solutions <u>Intentional Teaching Cards</u> M04: Number Cards
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens <u>Intentional Teaching Cards</u> LL15: Textured Letters LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus

		<p>LL45: Observational Drawing 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 M11: Graphing M12: Measure & Compare M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins 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 SE01: Site Visits</p>
<p>EXPECTATION</p>	<p>1.A.1.b.</p>	<p>Seek information through reading, observation, exploration, and investigations</p> <p><u>Intentional Teaching Cards</u> LL15: Textured Letters LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL45: Observational Drawing 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</p>

		<p>M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins 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 SE01: Site Visits</p>
<p>EXPECTATION</p>	<p>1.A.1.c.</p>	<p>Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data</p> <p><u>Intentional Teaching Cards</u> 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 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 M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water</p>

		<p>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</p>
<p>EXPECTATION</p>	<p>1.A.1.d.</p>	<p>Explain that when a science investigation is done the way it was done before, we expect to get a very similar result</p> <p><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>

		<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>
<p>EXPECTATION</p>	<p>1.A.1.e.</p>	<p>Participate in multiple experiences to verify that science investigations generally work the same way in different places</p> <p><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</p>

		<p>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>
<p>EXPECTATION</p>	<p>1.A.1.f.</p>	<p>Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)</p> <p><u>Intentional Teaching Cards</u> LL15: Textured Letters LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL45: Observational Drawing 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 M11: Graphing M12: Measure & Compare M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins 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</p>

		P02: Play Dough Weaving SE01: Site Visits
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examined <u>Intentional Teaching Cards</u> LL21: Buried Treasures LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M26: Huff & Puff M32: Which Container Holds More? M34: Cover Up M44: Musical Water M45: Picture Patterns M49: Balancing Act M58: Missing Lids P01: Let's Sew P02: Play Dough Weaving P12: Exploring Pathways
EXPECTATION	1.B.1.b.	Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas <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

		<p> 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 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 </p>
EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when people give different descriptions of the same thing

Intentional Teaching Cards

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
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
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare observations with those of others <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

		<p>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 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</p>
<p>EXPECTATION</p>	<p>1.C.1.b.</p>	<p>Describe and compare things in terms of number, shape, texture, size, weight, color, and motion</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?</p>

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
 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

		<p>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</p>
EXPECTATION	1.C.1.c.	<p>Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)</p> <p><u>Intentional Teaching Cards</u> LL45: Observational Drawing LL57: Photo Writing</p>
EXPECTATION	1.C.1.d.	<p>Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean</p> <p><u>Intentional Teaching Cards</u> LL63: Investigating & Recording M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing</p>
EXPECTATION	1.C.1.e.	<p>Recognize that everybody can do science and invent things and ideas</p> <p><u>Intentional Teaching Cards</u> LL63: Investigating & Recording</p>
TOPIC / INDICATOR	SC.1.	<p>SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2</p>
INDICATOR / PROFICIENCY LEVEL	1.D.	<p>Technology</p>
OBJECTIVE	1.D.1.	<p>Design and make things with simple tools and a variety of materials.</p>
EXPECTATION	1.D.1.a.	<p>Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task</p> <p><u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems</p>
EXPECTATION	1.D.1.b.	<p>Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all</p> <p><u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems</p>
EXPECTATION	1.D.1.c.	<p>Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like</p> <p><u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web</p>

		LL27: Writing Poems
EXPECTATION	1.D.1.d.	Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut) <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
EXPECTATION	1.D.1.e.	Explain that sometimes it is not possible to make or do everything that is designed <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.2.	Practice identifying the parts of things and how one part connects to and affects another
EXPECTATION	1.D.2.a.	Investigate a variety of objects to identify that most things are made of parts <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that they couldn't do by themselves <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else

		<u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. <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 P30: Mixing Paints P31: Tie-Dyed Towels SE01: Site Visits
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten LL26: Searching the Web M45: Picture Patterns
EXPECTATION	3.A.1.b.	Gather information about how some plants are alike in the way they look and the things they do. <u>Intentional Teaching Cards</u> LL24: Lemonade
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten LL26: Searching the Web M45: Picture Patterns
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten LL26: Searching the Web M45: Picture Patterns
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). <u>Intentional Teaching Cards</u> LL15: Textured Letters

		LL21: Buried Treasures LL61: Color Hunt M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing M20: I'm Thinking of a Shape M21: Geoboards M49: Balancing Act M58: Missing Lids P30: Mixing Paints P31: Tie-Dyed Towels
EXPECTATION	4.A.1.b.	Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). <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
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school. <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
EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the 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

TOPIC / INDICATOR	SS.3.	GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.
INDICATOR / PROFICIENCY LEVEL	3.A.	Using Geographic Tools
OBJECTIVE	3.A.1.	Recognize that a globe and maps are used to help people locate places.
EXPECTATION	3.A.1.a.	Recognize that maps are models of places. <u>Intentional Teaching Cards</u> M51: Can You Find It?
EXPECTATION	3.A.1.b.	Recognize that a globe is a model of Earth. <u>Intentional Teaching Cards</u> M51: Can You Find It?
EXPECTATION	3.A.1.c.	Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs. <u>Intentional Teaching Cards</u> M51: Can You Find It?
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.1.	Recognize that people have to make choices because of unlimited economic wants
EXPECTATION	4.A.1.b.	Demonstrate the ability to make a choice. <u>Intentional Teaching Cards</u> SE08: Group Problem Solving SE09: Big Rule, Little Rule
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.B.	Learn to Write to Communicate Social Studies Understandings
OBJECTIVE	6.B.1.	Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
EXPECTATION	6.B.1.a.	Write to express social studies ideas using a variety of forms. <u>Intentional Teaching Cards</u> M07: Ice Cubes
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. <u>Intentional Teaching Cards</u> LL26: Searching the Web

		LL53: We're Going on a Trip LL54: Asking Questions LL57: Photo Writing LL59: Question Basket LL63: Investigating & Recording
EXPECTATION	6.C.1.b.	Pose questions about the topic. <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip LL57: Photo Writing LL59: Question Basket LL63: Investigating & Recording
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.D.	Acquire Social Studies Information
OBJECTIVE	6.D.1.	Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
EXPECTATION	6.D.1.a.	Gather and read appropriate print sources, such as trade books that relate to a topic <u>Intentional Teaching Cards</u> LL63: Investigating & Recording
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways <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
EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children's voices <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games <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
EXPECTATION	1.A.3.d.	Explore a variety of locomotor and nonlocomotor movements to show meter <u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression

EXPECTATION	2.B.1.a.	Explore music used in daily living <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
EXPECTATION	2.B.1.b.	Sing songs representative of different activities, holidays, and seasons in a variety of world cultures <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
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies <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
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines

EXPECTATION	2.B.3.a.	Explore creative expression through music, dance, creative dramatics, and the visual arts <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
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment <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 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 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
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the observed world <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 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 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
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art <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
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 M03: Seek & Find
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 M51: Can You Find It?
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		<p>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>
<p>EXPECTATION</p>	<p>1.2.A.b.</p>	<p>Use color, line, and shape to represent ideas visually from observation, memory, and imagination</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 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 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</p>

		SE21: Sunshine Message Board
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks <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 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 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
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks <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 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 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
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of

		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	<p>Observe works of art and identify ideas expressed by the artists</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</p>

		<p>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>
<p>EXPECTATION</p>	<p>2.B.1.b.</p>	<p>Use selected works of art as inspiration to express ideas visually and verbally</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...? LL16: Tongue Twisters LL18: What's Missing?</p>

LL19: Silly Names
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TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	Discuss and describe artworks with common themes or similar ideas expressed <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

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EXPECTATION	2.B.2.b.	<p>Describe and share personal artworks</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 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 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>
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	<p>Discuss the subject matter of selected artworks</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</p>

LL14: Did You Ever See...?
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<p>EXPECTATION</p>	<p>2.B.3.b.</p>	<p>Categorize the subject matter of artworks as the same or different</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...? 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</p>

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TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	<p>Identify the visual qualities of works of art and the environment</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 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 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>
EXPECTATION	2.B.4.b.	<p>Explain and use a variety of visual arts processes to express ideas</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 LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes</p>

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TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	Explore art media, processes, and techniques <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 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 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
EXPECTATION	3.C.1.b.	Manipulate art media, materials and tools safely <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 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 M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving

		<p>P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board</p>
EXPECTATION	3.C.1.c.	<p>Create artworks that explore the uses of color, line, and shape, to express ideas</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 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 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>
TOPIC / INDICATOR	FA-V.3.	<p>CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>
INDICATOR / PROFICIENCY LEVEL	3.C.	<p>Creative Expression and Production</p>
OBJECTIVE	3.C.2.	<p>Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p>
EXPECTATION	3.C.2.a.	<p>Explore ways images communicate ideas</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 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 M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal</p>

		SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
EXPECTATION	3.C.2.b.	Identify color, line, and shape in artworks <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 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 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
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <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

		<p>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>
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	<p>Listen to and perform nursery rhymes, finger plays, and popular books and other media</p> <p><u>Intentional Teaching Cards</u> M13: Nursery Rhyme Count</p>
EXPECTATION	1.A.1.b.	<p>Explore themes and ideas about people and events through improvisational 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 SE24: I Don't Like That!</p>
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The

		student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See...? LL15: Textured Letters LL30: Knowing Our Friends LL32: Describing Art LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobEck M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P12: Exploring Pathways P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	Sing and move to a variety of traditional children's songs from a variety of cultures <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
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles,

		and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.b.	<p>Use sound effects, costumes, and properties to enhance the quality of dramatic activities</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>
EXPECTATION	3.C.1.c.	<p>Explore the expressive qualities of a variety of locomotor and non-locomotor movements</p> <p><u>Intentional Teaching Cards</u> P12: Exploring Pathways</p>
EXPECTATION	3.C.1.d.	<p>Improvise roles and behaviors associated with a variety of animals and professions</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</p>

		<p>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>
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	<p>Recognize that a play has characters, dialogue, setting(s), and tells a story</p> <p><u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See...? LL15: Textured Letters LL30: Knowing Our Friends LL32: Describing Art LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobEck 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>
EXPECTATION	3.C.2.b.	<p>Observe and identify what characters do in a variety of settings</p> <p><u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See...? LL15: Textured Letters LL30: Knowing Our Friends LL32: Describing Art LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobEck 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>
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects

		<u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See...? LL15: Textured Letters LL30: Knowing Our Friends LL32: Describing Art LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobEck 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
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See...? LL15: Textured Letters LL30: Knowing Our Friends LL32: Describing Art LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobEck 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
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings

		<u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement <u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	1.A.2.c.	Perform and name selected dance movements <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher <u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	1.A.3.b.	Explore the uses of dance movements <u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
EXPECTATION	2.B.1.a.	View dances from other cultures <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures

		<u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	2.B.2.b.	Create movements that express specific moods <u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation <u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance

		<u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	3.C.2.c.	Use dance movement to tell stories <u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models <u>Intentional Teaching Cards</u> P12: Exploring Pathways
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances <u>Intentional Teaching Cards</u> P12: Exploring Pathways
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances <u>Intentional Teaching Cards</u> P12: Exploring Pathways
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity <u>Intentional Teaching Cards</u> P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard

		P26: Keep It Up P28: Balloon Pong
EXPECTATION	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping <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
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <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
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns <u>Intentional Teaching Cards</u> P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY	1.C.	Skill Themes

LEVEL		
OBJECTIVE	1.C.1.	Explore and experience skill themes
EXPECTATION	1.C.1.a.	Demonstrate rolling a ball at an object <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
EXPECTATION	1.C.1.b.	Demonstrate throwing a ball <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
EXPECTATION	1.C.1.c.	Demonstrate striking a light weight object with different body parts <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
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	Show how a body moves fast and slow <u>Intentional Teaching Cards</u> P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open space <u>Intentional Teaching Cards</u> P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

INDICATOR / PROFICIENCY LEVEL	2.B.	Balance
OBJECTIVE	2.B.1.	Identify balance through movement
EXPECTATION	2.B.1.a.	Show the ability to balance on one or more body parts <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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance <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
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <u>Intentional Teaching Cards</u> P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.C.	Cooperation and Responsibility
OBJECTIVE	6.C.1.	Identify and behavioral skills to develop a sense of community in physical activity settings
EXPECTATION	6.C.1.a.	Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others <u>Intentional Teaching Cards</u> SE10: My Turn at the Microphone
STRAND / TOPIC / STANDARD	MD.HE.EC.	Health Education
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.A.	Responses to Food
OBJECTIVE	6.A.1.	Students will identify the relationship between food and the senses
EXPECTATION	6.A.1.a.	Recognize that foods have different tastes such as, sweet, sour, bitter, and salty <u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL51: Pizza
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.E.	Food and Health
OBJECTIVE	6.E.1.	Recognize the relationship between food and health

EXPECTATION	6.E.1.a.	Tell why the body needs food <u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL51: Pizza
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Mighty Minutes

State: Maryland Model for School Readiness

Subject: Early Childhood Education

Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.3.	Show self-direction in familiar settings
EXPECTATION	1.A.3.b.	Care for own belongings with occasional reminders <u>Mighty Minutes</u> MM69: The Litter Monster
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.5.	Use classroom materials appropriately
EXPECTATION	1.A.5.a.	Play with and use materials with appropriate intention and purpose <u>Mighty Minutes</u> MM69: The Litter Monster
EXPECTATION	1.A.5.b.	Put away classroom materials after use with occasional reminders <u>Mighty Minutes</u> MM69: The Litter Monster
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	Initiate conversation with peers and adults <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
EXPECTATION	2.A.1.b.	Take turns when working in groups with guidance <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
EXPECTATION	2.A.1.c.	Share materials and equipment with guidance <u>Mighty Minutes</u> MM78: Hello Friends
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments <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
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	Ask some questions about new things and experiences <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance

EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.a.	Put away materials after completing activity or task <u>Mighty Minutes</u> MM69: The Litter Monster
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <u>Mighty Minutes</u> MM47: Step Up
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words <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
EXPECTATION	1.A.1.d.	Classify words by initial sounds <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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words <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
EXPECTATION	1.A.2.b.	Repeat phrases and sentences with alliteration <u>Mighty Minutes</u> MM33: Thumbs Up
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words <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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Mighty Minutes</u> MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See?
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <u>Mighty Minutes</u> MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of...

		<p>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</p>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	<p>Recognize similarities and differences in letter shapes</p> <p><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</p>
EXPECTATION	1.B.1.b.	<p>Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</p> <p><u>Mighty Minutes</u> MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of... MM24: Dinky Do MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM48: Feely Box MM57: Find the Letter Sound MM75: Busy Bees MM88: Disappearing Rhymes</p>
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	Identify and name some upper and lower case letters in words, especially those in the student's own name <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
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading <u>Mighty Minutes</u> MM42: Come Play With Me MM49: A Tree My Size MM55: Mr. Forgetful MM56: I Had a Little Nut Tree MM63: Going on a Journey MM69: The Litter Monster MM86: Listening Story
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.c.	Ask questions about unknown objects and words related to topics discussed <u>Mighty Minutes</u> MM69: The Litter Monster MM90: Little Miss Muffet
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	Use words to describe size, color, and shape

		<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
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion
EXPECTATION	1.E.1.b.	Understand that print conveys meaning <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion
EXPECTATION	1.E.1.e.	Demonstrate that text is read from left to right and top to bottom <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
EXPECTATION	1.E.1.f.	Identify pictures, shapes, letters, and numerals <u>Mighty Minutes</u> MM04: Riddle Dee Dee MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15: Say It, Show It MM19: I Spy With My Little Eye 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 MM54: The Green Grass Grows MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM80: Hickory, Dickory Dock MM83: Let's Make a Cake MM88: Disappearing Rhymes MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One

TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning <u>Mighty Minutes</u> MM54: The Green Grass Grows MM88: Disappearing Rhymes
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self-selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <u>Mighty Minutes</u> MM69: The Litter Monster MM90: Little Miss Muffet
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Mighty Minutes</u> MM37: Little Ball MM42: Come Play With Me MM49: A Tree My Size MM56: I Had a Little Nut Tree MM64: Paper Towel Rap MM69: The Litter Monster MM90: Little Miss Muffet
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.b.	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning <u>Mighty Minutes</u> MM54: The Green Grass Grows MM88: Disappearing Rhymes
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	Identify rhyme, rhythm, and repetition in poems read to them <u>Mighty Minutes</u> MM37: Little Ball MM42: Come Play With Me MM49: A Tree My Size MM56: I Had a Little Nut Tree MM69: The Litter Monster

TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition <u>Mighty Minutes</u> MM14: Scat Singing MM18: I'm Thinking Of... MM26: Echo Clapping MM33: Thumbs Up MM35: My Name, Too!
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.2.	Make oral presentations
EXPECTATION	7.A.2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories <u>Mighty Minutes</u> MM34: The Wave
EXPECTATION	7.A.2.b.	Use props in situations, such as show-and-tell <u>Mighty Minutes</u> MM90: Little Miss Muffet MM92: Name Cheer
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap... <u>Mighty Minutes</u> MM02: Just Like Mine
EXPECTATION	1.A.2.b.	Recognize simple patterns <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
EXPECTATION	1.A.2.c.	Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
EXPECTATION	1.A.2.f.	Identify patterns in real-world situations

		<u>Mighty Minutes</u> MM19: I Spy With My Little Eye
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <u>Mighty Minutes</u> MM02: Just Like Mine
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Mighty Minutes</u> MM52: Walk Around the Shapes MM57: Find the Letter Sound MM62: Where Can He Be? MM74: Jack in the Box MM76: Describing Things MM97: Shape Hunt
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next to, below, beside, behind <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be? MM86: Listening Story
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units

OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
EXPECTATION	3.A.1.b.	Compare and describe objects according to a single attribute <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.e.	Count and discuss quantity <u>Mighty Minutes</u> MM04: Riddle Dee Dee 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
EXPECTATION	6.A.1.h.	Count to 10 <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
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying

		things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
EXPECTATION	1.A.1.d.	Explain that when a science investigation is done the way it was done before, we expect to get a very similar result <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	1.A.1.e.	Participate in multiple experiences to verify that science investigations generally work the same way in different places <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	1.A.1.f.	Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examined <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? MM44: Two Plump Armadillos MM48: Feely Box MM49: A Tree My Size MM56: I Had a Little Nut Tree MM61: Riddle, Riddle, What Is That?

		<p>MM63: Going on a Journey MM66: Musical Junk MM68: I Have a Secret MM69: The Litter Monster MM71: Recycle Song MM75: Busy Bees MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt</p>
EXPECTATION	1.B.1.b.	<p>Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas</p> <p><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? MM66: Musical Junk MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt</p>
EXPECTATION	1.B.1.c.	<p>Explain why it is important to make some fresh observations when people give different descriptions of the same thing</p> <p><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</p>
TOPIC / INDICATOR	SC.1.	<p>SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2</p>
INDICATOR / PROFICIENCY LEVEL	1.C.	<p>Communicating Scientific Information</p>
OBJECTIVE	1.C.1.	<p>Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question</p>
EXPECTATION	1.C.1.a.	<p>Describe things as accurately as possible and compare observations with those of others</p> <p><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</p>
EXPECTATION	1.C.1.b.	<p>Describe and compare things in terms of number, shape, texture, size, weight, color, and motion</p>

		Mighty Minutes 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
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. Mighty Minutes MM66: Musical Junk
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. Mighty Minutes MM39: Let's Pretend MM44: Two Plump Armadillos MM94: Old MacDonald
EXPECTATION	3.A.1.b.	Gather information about how some plants are alike in the way they look and the things they do. Mighty Minutes MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM56: I Had a Little Nut Tree
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. Mighty Minutes MM39: Let's Pretend MM44: Two Plump Armadillos MM94: Old MacDonald
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another

		<u>Mighty Minutes</u> MM39: Let's Pretend MM44: Two Plump Armadillos MM94: Old MacDonald
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). <u>Mighty Minutes</u> MM11: What Is My Job? MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM39: Let's Pretend MM48: Feely Box MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM67: Let's Stick Together MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
EXPECTATION	4.A.1.b.	Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). <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
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.2.	PEOPLES OF THE NATIONS AND WORLD: (Prek – 3 Standard) Students will understand how people in Maryland, the United States, and around the world are alike and different.
INDICATOR / PROFICIENCY LEVEL	2.C.	Conflict and Compromise
OBJECTIVE	2.C.1.	Identify how groups of people interact
EXPECTATION	2.C.1.a.	Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns that help people live, work, and play together at home and in school. <u>Mighty Minutes</u> MM78: Hello Friends
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.2.	Identify that materials/resources are used to make products

EXPECTATION	4.A.2.a.	Recognize that workers do jobs in the home and school. <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.B.	Learn to Write to Communicate Social Studies Understandings
OBJECTIVE	6.B.1.	Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
EXPECTATION	6.B.1.a.	Write to express social studies ideas using a variety of forms. <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.a.	Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	1.A.1.d.	Explore sounds in selected environments such as classroom, playground, fieldtrip, and cafeteria <u>Mighty Minutes</u> MM66: Musical Junk
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways <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
EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children's voices <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	1.A.2.c.	Wait and listen before imitating rhythmic and melodic patterns <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	1.A.2.d.	Explore steady beat through singing, speaking, and playing classroom instruments <u>Mighty Minutes</u> MM66: Musical Junk
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave

		MM67: Let's Stick Together
EXPECTATION	1.A.3.c.	<p>Listen for simple directions or verbal cues in singing games</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>
EXPECTATION	1.A.3.d.	<p>Explore a variety of locomotor and nonlocomotor movements to show meter</p> <p><u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together</p>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	<p>Explore music used in daily living</p> <p><u>Mighty Minutes</u> MM66: Musical Junk</p>
EXPECTATION	2.B.1.b.	Sing songs representative of different activities, holidays, and

		<p>seasons in a variety of world cultures</p> <p>Mighty Minutes 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>
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	<p>Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies</p> <p>Mighty Minutes 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</p>

		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
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
EXPECTATION	2.B.3.a.	Explore creative expression through music, dance, creative dramatics, and the visual arts <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 MM10: Words in Motion 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 MM34: The Wave 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

		MM67: Let's Stick Together 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
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version <u>Mighty Minutes</u> MM66: Musical Junk
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop confidence in the ability to improvise music through experimentation with sound
EXPECTATION	3.C.1.a.	Experiment with sound patterns through exploration of classroom instruments <u>Mighty Minutes</u> MM66: Musical Junk
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience <u>Mighty Minutes</u> MM66: Musical Junk
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education

OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment <u>Mighty Minutes</u> MM64: Paper Towel Rap
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the observed world <u>Mighty Minutes</u> MM64: Paper Towel Rap
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
EXPECTATION	1.2.A.b.	Use color, line, and shape to represent ideas visually from observation, memory, and imagination <u>Mighty Minutes</u> MM64: Paper Towel Rap
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks <u>Mighty Minutes</u> MM64: Paper Towel Rap
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks <u>Mighty Minutes</u> MM64: Paper Towel Rap
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	Observe works of art and identify ideas expressed by the artists <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
EXPECTATION	2.B.1.b.	Use selected works of art as inspiration to express ideas visually and verbally

		<u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	Discuss and describe artworks with common themes or similar ideas expressed <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
EXPECTATION	2.B.2.b.	Describe and share personal artworks <u>Mighty Minutes</u> MM64: Paper Towel Rap
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment <u>Mighty Minutes</u> MM64: Paper Towel Rap
EXPECTATION	2.B.4.b.	Explain and use a variety of visual arts processes to express ideas <u>Mighty Minutes</u> MM64: Paper Towel Rap
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings

EXPECTATION	3.C.1.a.	Explore art media, processes, and techniques <u>Mighty Minutes</u> MM64: Paper Towel Rap
EXPECTATION	3.C.1.b.	Manipulate art media, materials and tools safely <u>Mighty Minutes</u> MM64: Paper Towel Rap
EXPECTATION	3.C.1.c.	Create artworks that explore the uses of color, line, and shape, to express ideas <u>Mighty Minutes</u> MM64: Paper Towel Rap
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	Explore ways images communicate ideas <u>Mighty Minutes</u> MM64: Paper Towel Rap
EXPECTATION	3.C.2.b.	Identify color, line, and shape in artworks <u>Mighty Minutes</u> MM64: Paper Towel Rap
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	Listen to and perform nursery rhymes, finger plays, and popular books and other media <u>Mighty Minutes</u> MM64: Paper Towel Rap MM90: Little Miss Muffet
EXPECTATION	1.A.1.b.	Explore themes and ideas about people and events through improvisational 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
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students

		will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	<p>Sing and move to a variety of traditional children’s songs from a variety of cultures</p> <p>Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM10: Words in Motion 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 MM34: The Wave 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 MM67: Let's Stick Together 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>
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.b.	<p>Use sound effects, costumes, and properties to enhance the quality of dramatic activities</p> <p>Mighty Minutes</p>

		<p>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>
EXPECTATION	3.C.1.c.	<p>Explore the expressive qualities of a variety of locomotor and non-locomotor movements</p> <p><u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together</p>
EXPECTATION	3.C.1.d.	<p>Improvise roles and behaviors associated with a variety of animals and professions</p> <p><u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something</p>

		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
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and

		use sensory stimuli to create movement Mighty Minutes MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness Mighty Minutes MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements Mighty Minutes MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	1.A.2.c.	Perform and name selected dance movements Mighty Minutes MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher Mighty Minutes MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement Mighty Minutes MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	1.A.3.b.	Explore the uses of dance movements Mighty Minutes MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
EXPECTATION	2.B.1.a.	View dances from other cultures <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	2.B.2.b.	Create movements that express specific moods <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together

EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	3.C.2.c.	Use dance movement to tell stories <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.

INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity <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
EXPECTATION	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping <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
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <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
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns <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
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	Show how a body moves fast and slow <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
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open space <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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the

		ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance <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
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <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